

BRIDGEPORT PUBLIC SCHOOLS

STUDENTS	SERIES 5000	
	Number	or Reg.
Elementary and Secondary		
A. Attendance		
(1) Admission/Placement	5111	P/R
(2) Admissions/New Residents	5112	P/R
(3) Ages of Attendance	5113	P/R
(4) Attendance	5114	P/R
(a) Administrative Regulations Regarding Attendance	5114 (a)	P
(b) Request for Early Dismissal	5114.1	P
(5) School Attendance Areas	5116	P/R
(a) Controlled Transfer Policy	5116 (a)	P
(b) Procedure for Revoking a Controlled Transfer	5116 (b)	P
(c) Central High School Magnet Entrance & Performance Policy	5116 (c)	P
(d) Elementary Magnet Entrance & Performance Policy	5116 (d)	P
(e) Elementary Magnet School Sibling Policy	5116 (e)	P
(f) Home Schooling Policy	5116 (f)	P
(g) Athletic Transfer Eligibility Policy	5116 (g)	P
(h) Athletic Academic Eligibility Policy	5116 (h)	P
(6) Registration Procedures	5116.1	P
(7) Residency Policy	5117	P
B. Progress/Records		
(1) Access to Student Records and Confidentiality	5124	P/R
(a) Definitions		
(b) Procedures		
(c) Confidentiality of Education Records		
(d) Accessibility to Student Records		
(e) The Release of Record or Personal Data		
(f) Amendment of Student Records		
(g) Hearing Rights and Procedures		
(h) Waiver of Rights		
(i) Special Confidentiality Procedures for HIV-Related Information		
(j) Child Abuse Reporting		
(k) Right to File a Complaint		
(2) Administrative Regulations Regarding Classification of Student Records		
C. Student Discipline		
(1) Suspension/Expulsion; Due Process	5131	P
(2) Off-School Misconduct	5132	P
(a) Conduct of Athletes	5132(a)	P
(b) Conduct of Participants	5132(b)	P

BRIDGEPORT PUBLIC SCHOOLS

STUDENTS

SERIES 5000

	Number	or Reg.
(3) Weapons and Dangerous Instruments	5133	P
(4) Assaults/Threats	5134	P
(5) Vandalism	5135	P
(6) Smoking	5136	P
(7) Drug and Alcohol Use	5137	P/R
(8) Gang Activity or Association	5138	P/R
(a) Hazing	5138.1	P
(b) Use of Communication Devices	5138.3	P
(9) Cheating	5139	P
(10) Students Attire	5140	P/R
School Uniform Policy	5140 (a)	P
Code of Discipline	5140 (b)	P/R
<i>*Code of Discipline is currently under review for revision. It is expected that a modified Code of Discipline will be disseminated at the onset of the 2009-2010 School Year. An appropriate modification will be made of this policy.</i>		
(11) Communication of Behavior Concerns to Students and Parents	5141	P/R
(12) Bullying	5142	P/R
D. Welfare		
(1) Crisis Response	5150	P
(2) Student Health Services	5151	P
(3) Administration of Student Medications	5152	P/R
(4) Psychotropic Drug Use	5152.1	P
(5) Health Assessments & Immunizations	5153	P/R
(6) Accident Prevention	5154	P
(7) Communicable/Infectious Diseases	5155	P/R
(8) Child Abuse and Neglect	5156	P/R
(9) Suicide Prevention/Intervention	5157	P/R
E. Civil & Legal Rights and Responsibilities		
(1) First Amendment Rights	5161	P/R
(2) Nondiscrimination	5162	P/R
(3) Police Questioning School Children in School During School Hours	5164	P/R
(4) Search and Seizure	5166	P/R
(a) Use of Metal Detectors	5166.1	P
(5) Use of Physical Force	5167	P
(6) On-Campus Recruitment	5168	P
(7) Married/Pregnant Students	5169	P/R
F. Bus Conduct	5182	P/R

5111

Students

Admission/Placement

The schools shall accept all children who will be five (5) years old on or before January 1 of the enrolling year. First grade children must be six years old on or before January 1 of the enrolling year. (See "Ages of Attendance.")

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.

Students entering the Bridgeport Public Schools for the first time must present a birth certificate or other legal evidence of age as determined by the Superintendent. (See "Registration Procedure.")

(cf. 5153 - Health Assessments and Immunizations)

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.
 10-15c School attendance by five year olds.
 10-261 Definitions.
 State Board of Education Regulations
 10-76d-7 Admission of student requiring special
 education (referral).

Students

Admissions - New Residents

Requirements

1. The requirements for new students, other than kindergarten and beginning first grade students, transferring to the Bridgeport schools from outside the Bridgeport district schools, shall be:
 - a. Reliable evidence of date of birth and Bridgeport residency (see Residency Policy).
 - b. Proper documentation of required health assessments and immunizations unless conditions of existing policies regarding these assessments are met. While students who are obviously of school age should not be refused entrance pending their submitting evidence of date of birth, they may not be enrolled unless they present evidence of residing in Bridgeport and of proper immunization and health assessment as required. For students other than kindergarten and beginning first grade students, any required health assessments and immunizations can be provided by the sending school with signed authorization by the parents or guardians.
 - c. Certification from sending school regarding grade placement or other acceptable evidence, such as the child's last report card or promotion card.
2. The requirements for new kindergarten and beginning first grade students entering the Bridgeport schools from other than Bridgeport schools shall be reliable evidence of date of birth, Bridgeport residency, and proper enrollment health assessment and adequate immunization, as described above.

Children who are under-age for kindergarten may not be enrolled at that level and will be referred to a Pre-K program. Children who have attended first grade elsewhere, but who are underage for first grade, may be enrolled in the first grade, subject to their ability to do the work at this level. If it can be proven that a child has been in a school elsewhere for the purpose of circumventing the Bridgeport school district's age rule, admission to first grade will not be granted.

3. The requirements for new students entering high school from other Bridgeport schools shall be:
 - a. Same as 1.a.

Students

Admissions-New Residents

Requirements (continued)

Kindergarten

There will be pre-registration. Proper documentation of date of birth, health assessment and immunization must be presented before the child is accepted for school entrance.

In cases of students not registered in May/June, every effort should be made by the parents/guardians to enroll the child in kindergarten as soon as possible prior to the beginning of school.

The specific requirements for kindergarten children entering school for the first time shall be:

1. **Age** - Children who reach the age of five (5) years on or before January 1 of current school year.
2. **Reliable evidence of date of birth** - The parent or guardian must present one of the following as acceptable evidence of date of birth:
 - a. Official birth certificate obtainable from the department of health;
 - b. Notice of birth registration sent by the department of health to the parents/guardians showing the registration of the child's birth;
 - c. Notarized statement as to date of birth;
 - d. Passport, in the case of a foreign-born child.
1. **Health assessment and immunizations** - Documentation required by Connecticut General Statutes (Sec. 10-206 and sec. 10-204a) that the child has had a pre-kindergarten health assessment, including adequate immunization. The pre-kindergarten health assessments are the sole responsibility of the parent or guardian.

Students

Admissions - New Residents

Kindergarten (continued)

2. **State of Connecticut Department of Education Health Assessment Record** - Prior to school enrollment (blue) form (provided to the parent/guardian by the school) must be completed by the parent or guardian and the child's doctor and be presented to the school nurse before the child can begin school. The health assessment and immunization record must be conducted within one year prior to the student's entry and shall be conducted by a legally qualified practitioner of medicine.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-15c Discrimination in public schools prohibited.
 School attendance by five-year olds, as amended by
 P.A. 97-247
 10-76a - 10-76g re special education
 10-184 Duties of parents
 10-186 Duties of local and regional boards of
 education re school attendance. Hearings. Amended
 by PA 96-26, An Act Concerning Graduation
 Requirements and Placement of Older Students
 Appeals to state board. Establishment of hearing
 board
 10-233a - 10-233f Inclusive; re: suspend, expel,
 removal of pupils
 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 State Board of Education Regulations
 10-76a-1 General definitions (c) (d) (q) (t)

Students

Ages of Attendance

The Bridgeport Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Special education will be provided for children in accordance with state and federal law.

Parents and those who have the care of children age five (5) to eighteen (18) years of age inclusive are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent studies taught in the public schools. The parent or person having legal guardianship of a child sixteen (16) or seventeen (17) years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school system and in the community. If a child is eighteen (18) years of age or older, he/she is not required to attend school.

The parent or person having legal guardianship of a child five (5) years of age shall have the option of not sending the child to school until the child is six years of age by December 31st of any school year. The parent or person having legal guardianship of a child six years of age shall have the option of not sending the child to school until the child is seven years of age by December 31st of any school year.

The parent or person having legal guardianship shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person having legal guardianship with information on the educational opportunities available in the school system.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.
 10-15c School attendance by five year olds. 10-76a -
 10-76g re special education.
 10-184 Duties of parents (re mandatory schooling for
 children age (SEVEN) FIVE or older and under
 (SIXTEEN) EIGHTEEN years, inclusive).
 10-186 Duties of local and regional boards of
 education re school attendance. Hearing. Appeal to
 state board. Establishment of hearing board.
 10-233a-10-233f Inclusive, re: suspend, expel
 removal of pupils. 10-233c Suspension of pupils.
 10-233d Expulsion of pupils.
 10-261 Definitions.
 State Board of Education Regulations
 10-76d-7 Admission of student requiring special
 education (referral).

Students

Administrative Regulations Regarding Attendance

Definitions

1. "Student" - a student enrolled in the Bridgeport Public Schools.
2. "Unexcused absence" - any absence from a regularly scheduled school day, which absence is not an excused absence.
3. "Excused absence" - an absence from a regularly scheduled school day which, as determined by the building principal [or his/her designee], is for:
 - a. Reasons of health, including illness, incapacity, or doctor's visits. The administration reserves the right to require physician or other appropriate certification for absences in excess of five (5) consecutive days or of a total of fifteen (15) days in any school year.
 - b. Religious holidays.
 - c. Court appearance.
 - d. Funeral or death in the family.
 - e. Approved school activities, including field trips.
 - f. Suspension or expulsion.
 - g. Special activities or emergencies with the consent of the parent or other person having control of the child in limited circumstances.

An excused absence requires written notification from the parent/guardian explaining the absence.

4. "Truant" - any student five to eighteen years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. A student five or six years of age shall not be considered truant if his/her parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five or six years of age. In addition, a student sixteen to eighteen years of age shall not be considered truant if his/her parent or person having control over such student has appeared personally at the school district office and signed a withdrawal form.

Students

Administrative Regulations Regarding Attendance

Procedures for Students In Grades K-8

See Code of Discipline

Students

Administrative Regulations Regarding Attendance

Procedures Applicable To Students Ages Five To Eighteen

See Code of Discipline, Attendance monitoring.

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE

Regular and punctual student attendance is essential to the educational process. Section 10-184 of the Connecticut General Statutes provides that "each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

The parent or person having control over such child sixteen or seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven year of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system. In order to assist parents and other persons in meeting this responsibility The Bridgeport Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to your child's school.

PARENT/GUARDIAN CONTACT INFORMATION

Student's Name: _____

Parent/guardian(s) Name: _____

Address: _____

Father's Daytime Telephone Number*: _____

Mother's Daytime Telephone Number*: _____

Daytime Telephone Number* of Other Person Having Control of Student: _____

Name and Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day.

Signature: _____

Date: _____

(Return this form to your child's school.)

Students

Attendance

Request for Early Dismissal

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student. A student must be present for a minimum of 50% of the school day in order to be considered in attendance for the day.

Parents/guardian requesting dismissal before the normal end of the school day must make a written request, come into the school office to pick the student up and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

Legal Reference: Connecticut General Statutes
 10-184 Duties of parents
 10-199 through 10-202 Attendance, truancy in general.
 10-202e-f on dropout prevention and grant program
 10-221(b) Board of education to prescribe rules.
 Campbell v New Milford, 193 CT 93 (1984)

Students

School Attendance Areas

The Board shall establish, upon recommendation of the superintendent, school boundary lines that define the areas of the city from which students attend schools at the various levels. School attendance areas are located in the "Directory and Street Guide." Pupils will attend the school designated within the school boundary in which the pupil resides.

Magnet/Choice Options

Bridgeport Public Schools offers parents and students educational options within the school district and in various regional programs. Options include intra-district Magnet Schools, theme schools, regional interdistrict magnet schools, open choice program, charter schools, regional vocational-technical and vocational agriculture schools, as well as *no child left behind* school choice options.

Students**School Attendance Areas****Controlled Transfer Policy**

It is the policy of the Bridgeport Board of Education that students shall attend schools based upon geographic district lines. Exceptions to this policy are permitted under the Controlled Transfer Policy, which permits transfers to other schools within Bridgeport. Transportation will not be provided for controlled transfers.

- A. The procedure for applying for a Controlled Transfer is as follows:
 - 1. Applicants may pick up an application as well as a policy statement at the Office of Pupil Services & Student Assignments, 948 Main Street, Administrative Offices, Bridgeport, CT 06604.
 - 2. The application must be filled out and returned to: Office of Pupil Services & Student Assignments, 948 Main Street, Administrative Offices, Bridgeport, CT 06604.
 - 3. The application will be reviewed and a decision will be made in writing to the applicant.
 - 4. A copy of the application and the approval or denial letter will be kept on file in the Office of Pupil Services & Student Assignments.

- B. A Controlled Transfer will be granted under the following conditions:
 - 1. To accommodate medical disabilities as documented by a doctor.
 - 2. To allow a student in a terminal grades (8/12) to complete the school year in that school, with principal's approval.
 - 3. Upon the approval of administrative personnel.
 - 4. A Controlled Transfer may be granted into classrooms where the current enrollment in grades K and one (1) is less than 23, in grades 2 through 8 with enrollments less than 28 students and in grades 9-12 based upon capacity. Students will not be placed in a class, which has reached class size limits.
 - 5. On the day the Controlled Transfer is being granted the receiving school will be contacted for updated enrollment figures.
 - 6. Controlled Transfers will not be granted prior to October 1.

- C. Procedure for revoking a Controlled Transfer:
 - 1. Controlled Transfer applicants will be informed, in writing, that the Controlled Transfer will be revoked at any time for the following reasons:
 - a) Lack of space at the Controlled Transfer assigned school
 - b) Poor behavior
 - c) Poor attendance
 - d) Excessive tardiness

- D. Appeal Process in the event of a Denial.
If the applicant disagrees with the decision, they will have two (2) weeks from receipt of the decision to appeal.
- E. Procedure for appeals is as follows:
- a. Applicant must, in writing, request the Office of Pupil Services & Student Assignments to have an Assistant Superintendent of Schools review the application.
 - b. The Assistant Superintendent will review each appeal application and render a decision in writing to the applicant within ten (10) working days.
 - c. If the applicant is still not satisfied with the Assistant Superintendent's decision, the applicant can request, in writing, that the Superintendent of Schools review the decision.
 - d. The Superintendent will review each appeal application submitted to them from the Assistant Superintendent and render a decision in writing to the applicant within fifteen (15) working days.
 - e. If the applicant is still not satisfied with the Superintendent's decision, the applicant can request, in writing, a meeting with the Board of Education.
 - f. The Board of Education will schedule a meeting with the applicant and review their application. A final decision on the appeal will be rendered by the Board of Education within five (5) working days after the meeting.

PROCEDURES FOR REVOKING A CONTROLLED TRANSFER

- I. The procedure for revoking a Controlled Transfer follows. A Controlled Transfer can be revoked for the following reasons:
 - a. lack of space at the Controlled Transfer assigned school
 - b. poor discipline
 - c. poor attendance
 - d. excessive tardiness

The parent/guardian is informed in writing that the Controlled Transfer can be revoked at any time when the parent/guardian is notified that the Controlled Transfer application has been approved.

- II. If the student does not meet the terms of the Controlled Transfer for discipline, attendance and/or tardiness the following procedure is implemented.
 - a. The principal will contact the parent/guardian, in writing to warn that the student could have his/her Controlled Transfer revoked according to the provisions outlined in the letter granting the Controlled Transfer. A copy of the letter will be sent to the Office of Student Assignments.
 - b. If the student continues to violate the Controlled Transfer Policy, a follow up warning letter will be sent to the parent/guardian. A copy of the letter will be sent to the Office of Student Assignments.
 - c. The Office of Student Assignments will confer with the appropriate assistant superintendent and make a determination as to whether the Controlled Transfer should be revoked.
 - d. Should the request for revocation be approved, the Office of Student Assignments will notify the principals of the Controlled Transfer assigned school and the new district school of the decision to revoke the Controlled Transfer and to assign the student to the new district school.
 - e. Until the student has reported to the district school, the principal from the Controlled Transfer assigned school assists in the transfer to the new district school. This may entail phone calls, home visits or referrals to the appropriate agencies.

Central High School Magnet Entrance & Performance Expectations Policy

The Central Magnet Component of Central High School “encourages students to pursue academic excellence.” * Central Magnet is a highly rigorous, college preparatory program for serious study and mature, socially appropriate behavior. Students are expected to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Central Magnet school staff want all students to be successful and will work hard with students and their families to achieve that goal. However, in order to maintain academically high standards, students who do not meet minimum academic and behavioral requirements are reassigned from the Magnet Component and return to their district school.

Entrance Requirements for Eighth Grade Students to Central Magnet

- All eighth grade students, in order to qualify for entry into Central Magnet ninth grade, must be a Bridgeport resident and meet the minimum entrance requirement of maintaining a “C+” average in all major subjects (language arts, mathematics, science, social studies) with no D’s or F’s in any subject.
- All eighth grade magnet elementary and TAG students automatically enter Central Magnet if they have met the minimum entrance requirement stated above.
- All other eighth grade public, parochial and private elementary students must apply for entrance through the lottery. As part of the lottery screening process, the applicant must meet the minimum entrance. The lottery places the qualified applicants in numbered positions on a wait list for entry. Admittance to Central Magnet is determined by the number of available seats and the next position of qualified applicants on the wait list. The wait list is maintained for eighteen months.

Applicants must meet the following criteria to qualify for the lottery drawing:

- Maintain a C+ (78) average in all major subjects (language arts, mathematics, science, social studies) with no D’s or F’s in any subject.
- Demonstrate literacy by handwriting a three paragraph prompted essay.
- Maintain a 1.75 in Conduct and Effort on report card (1 is highest on 1-4 scale).
- Teacher and counselor recommendations on their application.

Requirements for Continuing Enrollment in Central Magnet

To maintain Magnet membership, all ninth and tenth grade students must enroll in seven courses, which include five core academic courses (English, Math, Science, Social Studies and a Language). A minimum of 60 points must be carried in both the 11th and 12th grades which include five core academic courses.

When students are not meeting minimum academic standards during the academic year, all reasonable efforts are made to support student’s efforts to succeed.

- Students who fail two core academic subjects for the year must make up the classes in summer school to maintain Magnet membership, or they are reassigned to their district school.
-

- Students who fail three core academic subjects for the year are reassigned to their district school, whether or not they pass classes in summer school.
- Students who are failing several subjects during the year and seem unable or unwilling to pass may be counseled out of Magnet at any time during the school year and reassigned to their district school.

A student who habitually breaks school rules and/or exhibits antisocial behavior or is expelled from school may be reassigned to their district school.

* from the Central High School Mission Statement

Elementary Magnet Entrance & Performance Expectations Policy

The elementary magnet schools (High Horizons, Multicultural, and Park City) “encourage students to pursue academic excellence.” Instruction is centered around specific themes: language arts, world language, and science, respectively. The elementary magnet programs are rigorous with grooming students for college preparatory high school programs. Students are expected to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

The elementary magnet programs expect all students to be successful. However, in order to maintain academically high standards, students who do not meet minimum academic and behavioral requirements may be reassigned from the magnet schools and returned to their district schools.

Entrance Requirements for elementary magnet students

- Application
- Acceptance into the lottery
- Grades 1– 8 criteria, which include:
 1. Report card grades
 2. Meet DRA, DRP, CMT standards as set by the local and state guidelines
 3. Teacher recommendation

Requirements for Continuing Enrollment in Elementary Magnet Programs

To maintain enrollment, all students are expected to maintain a C average in core academic courses (Reading, Language Arts, Math, Science, and Social Studies). When students are not meeting minimum academic standards during the academic year, all reasonable efforts are made to support student’s efforts to succeed.

Students who fail two or more core academic courses for the year may be reassigned to their district school.

Students who habitually break school rules and/or exhibit antisocial behavior may be reassigned to their district school.

Elementary Magnet School Sibling Policy

Definition: Within the context of this policy, siblings are defined as children who reside in the same household with a common parent or legal guardian.

Priority Admission

Priority admission will be granted to applicants for grades K-3 with a sibling(s) currently attending grades K-7 in the same magnet school to which they have applied provided the applicant meets the requirements for admission.

This policy applies only to those students born by February 13, 2006, who have a sibling in a magnet school as of the 2005-2006 school year.

The policy will no longer apply to students who have entered after the 2005-2006 school year.

THE PROCESS

Kindergarten

- a. Kindergarten applicants, who have met the entrance requirements, with a sibling(s) currently attending Grades K-7 in the same magnet school to which they have applied, will automatically gain admission into the school. Remaining spaces will be filled by non-sibling applicants.
- b. In the event the number of sibling candidates alone exceeds the number of spaces available, a sibling lottery will be held with the non-sibling lottery to follow.
- c. Twins, triplets, etc., will be treated as one unit in the lottery with their lottery numbers placed on the same lottery disk.

Waiting Lists – Grades 1-8

Waiting lists are established for students applying for grades 1-8. Sibling priority admission would apply only to grade K-3 as follows:

- a. At the lottery, sibling and non-sibling candidates will be drawn, by grade, from the same pool (i.e. bucket) with their names placed on waiting lists in the order in which they were drawn. When a sibling is drawn, his/her name will be identified as a sibling by placing a distinguishing notation alongside the name.
- b. When a vacancy occurs, siblings will be given preference for admission over non-siblings in the order in which their names appear on the waiting list.

Home Schooling Procedure

Parents/guardians wishing to educate their child at home should file a notice of intent with the Office of Pupil Services and Student Assignments at the Administrative Office Building, 948 Main Street.

Upon notification from the Office of Pupil Services and Student Assignments the school should inactivate the student in SASI indicating "W19-Home Schooled" as the leave code.

Upon the request of the parent, the neighborhood school principal will provide the district curriculum and/or textbooks, if available, which must be returned at the end of the school year.

An annual portfolio review will be held with the parent/guardian and school principal to determine if instruction in the required courses has been given.

A parent/guardian, by filing a notice of intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a notice of intent in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.

ATHLETIC TRANSFER ELIGIBILITY POLICY

A student that transfers from one Bridgeport Board of Education high school to another, as a sophomore, junior or senior, including Kolbe Cathedral High School, Bullard Havens Technical School or any Charter School established in Bridgeport, must be in attendance one full school year before that student is eligible to participate in an interscholastic sport that the student participated in at the sending school in the present or preceding year during grades 10, 11 or 12. This includes participation at the junior varsity level. Freshman are exempt from this policy. Students entering their senior year may, within the first marking period, have a request for exemption evaluated. These evaluations will be conducted on a case by case basis under the jurisdiction of the Assistant Superintendent of Secondary Education. The decision will be subject to appeal to the Superintendent or his designee and subsequently, if not resolved, to the Board of Education.

If a student attends a Charter School located in Bridgeport, and has been participating in an interscholastic sport as a sophomore, junior or senior at the high school located in his or her attendance area, and moves to a different attendance area, he or she must live at that new attendance (street address) area one full school year before he or she is eligible to participate in the sport he or she participated in at the high school in the prior attendance area. This includes participation at the junior varsity level. Freshman are exempt from this policy.

A student granted a waiver of the Bridgeport Board of Education's Athletic Transfer eligibility Policy is still required to meet all C.I.A.C. eligibility regulations.

ATHLETIC ACADEMIC ELIGIBILITY POLICY

Grade Requirement:

Student Athletes will be required to achieve a “C” or better in four (4) academic core classes each marking period.

- A core course must be an academic course that receives high school graduation credit in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy.
- Eligibility will be determined the day report cards are distributed, or fourteen days after the marking period ends, whichever comes first.
- Summer school grades will be used to calculate fall sport eligibility.
- Only marking period grades are to be used (not semester or final grades).
- No class that a student already received credit for will be used for eligibility purposes.
- Students who are not academically eligible, but have all medical forms and permission slips on file, can practice with a team but may not dress for any games.
- Students must be enrolled in a minimum of four (4) core classes.

Implementation Timeline:

2010-2011 School Year:

- Continue 40 point rule.
- Create modules on “Power School.”
- Familiarize students, parents and staff with the new academic requirements and procedures.
- Notify students (and parents) who are ineligible under the new standards.
- Track data on students who do not make proposed requirements.
- Spring grades (2010-2011) will be used for eligibility requirements for fall sports 2011-2012.

2011-2012 School Year:

- Students will be required to receive 40 points in core classes.

2012-2013 School Year:

- Student Athletes will be required to achieve a “C” or better in four (4) academic core classes each marking period.

*** Scholars are still responsible for all C.I.A.C. requirements.**

Monitoring:

- The Department of Athletics will work with the Department of Pupil Services to develop a Power School module to track our student athletes’ data such as: grades, class schedule, class attendance and date of entry into 9th grade.
- The Department of Athletics will collaborate with school administration and guidance departments to monitor every student athlete’s eligibility. Eligibility reports will be submitted to the C.I.A.C. no later than two (2) days after a

competition by the designated administrator in conjunction with the school athletic director.

- Coaches will continually monitor their athletes' academic progress through communication with the classroom teachers and school administration. This process will be reflected in the annual coaching evaluation.

Communication of Information:

- Coaches will be required to brief their players each season about Bridgeport Board of Education policy regarding eligibility and of the requirements of the N.C.A.A. clearing house. This requirement will be reflected in the annual coaching evaluation.
- There will be a yearly athletics "open house" where the Department of Athletics will offer parents and students a tutorial on Bridgeport Board of Education, C.I.A.C. and N.C.A.A. policies and requirements. This offering will be promoted through each high school, The Department of Communications and other community resources.
- The Department of Athletics will meet quarterly with the Guidance Department and administration at each high school to ensure that the N.C.A.A. clearing house and all other eligibility policies are clear and implemented properly.
- The Department of Athletics will provide information to 8th grade students and parents concerning eligibility requirements. Information will be disseminated through collaboration with middle school administration and guidance department staff, along with visits scheduled by coaches and athletic directors.
- All eligibility policies will be put onto District web sites.

Student Support:

- Starting in the 2010-2011 school year, students who do not maintain a "C" average in core academic courses will be notified and referred for extra help.
- Students who do not satisfy the academic criteria will be required to seek extra help from their core class instructor. Athletic coaches will be required to communicate with their players' teachers to monitor improvement.
- Students will be required to seek out additional tutoring available in the schools such as At Night, Gear-Up and Saturday Academy.
- The Department of Athletics will create a referral system matching students in need of academic help with adult mentors/tutors, and/or peer assistance.
- The Department of Athletics will create a special after school tutoring program for athletes in need. The addition of an "athletic academic coach" at each school will be explored.

5116.1

Registration Procedures

- I. School Assignment will be determined by the Bridgeport Public Schools Directory and Street Guide.
- II. All of the following are necessary to register a student new to the Bridgeport Public School System:
 1. a birth certificate and/or passport
 2. current medical records including a recent physical and updated immunizations
 3. transfer papers and/or school records from previous school should be presented.
 4. legal court documentation of guardianship is required
- III. Proof of residency is required of all students registering in or transferring to any Bridgeport Public School.
- IV. Proof of residency is required of students changing district schools within the Bridgeport Public System.
- V. The following is the definition of residency for the purposes of this document. "The student(s) live(s) full time with at least one parent or legal guardian in a home in Bridgeport."
- VI. In order to prove residency, the parent/guardian must provide at least two (2) of the following:
 1. current bills from two (2) different utility companies; or a letter from the utility company confirming hook-up or future hook-up of the registrant at that address (a telephone bill is not acceptable as proof of the residency of the parent or guardian)
 2. canceled checks to prove payment of rent for two (2) months
 3. a copy of the parent/guardian driver's license or a Connecticut State I.D.
 4. a notarized letter from the homeowner indicating that the parent/guardian resides at the stated address if the child(ren) and parent/guardian reside with a non-related adult or family member.
 5. current mortgage bank statement or homeowner's tax bill indicating that the parent/guardian resides at the stated address if the child(ren) reside with a non-related adult or family member.
- VII. In the event that two or more of the above are not available the child may be registered in school on a conditional basis if the parent/guardian can provide one of the items listed below. After two (2) months full proof of residency will be required of the parent/guardian.
 1. A contract for the rental of a residence in Bridgeport has been signed and occupancy will be take place within approximately two (2) months from the time the student is enrolled. A notarized statement from the landlord will be required of the parent/guardian.

5116.1

2. A contract to purchase a home in Bridgeport has been signed and the closing is scheduled within approximately two (2) months from the time the student is

enrolled. A notarized statement from the real estate firm or attorney will be required in such situations.

3. The Bridgeport Housing Authority Project Manager will supply in writing proof if any of the registering persons reside in any housing managed by the Bridgeport Housing Authority

PROOF OF RESIDENCE FORM

Student: _____ I.D. _____
(Print)

Parent/Guardian: _____ Date: _____
(Print)

Address: _____ Zip: _____
(Print)

Phone: _____
Home Work Emergency

PROOF OF RESIDENCY*

Two of the following are needed if the registrant has established residency in Bridgeport:

Utility Bills: Gas Electric Water Cable Oil

Two rental checks:

Photo I.D.: Driver's License CT State I.D

Both needed if the child and parent/guardian reside with a non-related adult or a family member:

Homeowner's Notarized Letter

Tax Bill/Mortgage Statement

One needed if the registrant has not established residency in Bridgeport:

Rental Lease Verification of address required after two (2) months

Letter from B.H.A. Project Manager Verification of address required after two (2) months

Notarized letter from real estate firm or attorney with date of home closing Verification of address required after two (2) months

Parent/guardian Signature: _____

Registrar: _____ Date: _____

*Please make photo copies of proof and place in student's permanent file.

Students**Residency Policy****Resident Students**

- A. Children of school age who are bona fide residents of Bridgeport are entitled to school accommodations provided by the Bridgeport Board of Education without payment of tuition.
- B. A bona fide resident for purpose of this is defined as:
 - 1. Any child who is residing with his or her parents or Parent/guardian who is a bona fide resident of Bridgeport.
 - 2. Any child who is residing with a legally appointed guardian who is a bona fide resident of Bridgeport.
 - 3. A legally emancipated minor or a child eighteen years of age or older who is residing in Bridgeport with the intent to reside on a permanent basis.

Students**Resident and Non-Resident Students****Non-Resident Students** (cont.)

Students who move from the Bridgeport School district may be allowed to continue to attend Bridgeport schools under the following conditions:

- A. Students who move from the Bridgeport School district after the completion of the third marking period may be allowed to complete the school year with no tuition charge.
- B. Students who are seniors in high school or in a terminal grade (i.e. 6 or 8) who move from the Bridgeport School district after the end of the first marking period may be allowed to finish the school year with no tuition charge.

In order for a student who moves from the Bridgeport School district to remain in school to complete the academic year, the parent/guardian must get a recommendation for approval from the school principal and the approval of the appropriate Assistant Superintendent of Schools.

Students

Resident and Non-Resident Students

Non-Resident Students (cont.)

- C. The Superintendent shall require that parents or guardians of a child provide appropriate proof of residency in Bridgeport prior to enrollment of their child in Bridgeport's public schools. The Superintendent shall also require that parents or guardians of a child already enrolled in the Bridgeport public schools provide appropriate proof of residency in Bridgeport when there is:
1. Change of residence; address
 2. Return of school mailing by the U.S. Postal Services because addressee unknown at the address given to school
 3. Report of non-resident status of student enrolled in Bridgeport
 4. Other indications of non-residency

Upon the suspicion of non-residency, an investigation which may include:

1. Study of documentation previously submitted by parent/guardian
2. Requirement to submit documents verifying a residency
3. An investigation of tax records to determine residency
4. Additional investigation if deemed necessary

In the event it is determined by the Superintendent that a child is not a legal resident of Bridgeport and is not entitled to be provided free school accommodations by the Bridgeport Board of Education, the parent or guardian of the child or the legally emancipated minor or child over the age of eighteen (18) shall be notified in writing pursuant to C.G.S. Section 10-186 of the right to request a hearing before the board of education, or a committee of the board, regarding this issue.

In the event it is determined that a child is not legally entitled to be provided school accommodation by the Bridgeport Board of Education without the payment of tuition, the board of education may, pursuant to C.G.S. Section 10-186 assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend the Bridgeport Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal Authority: Connecticut General Statute 10-253, 10-186

Students

Access to Student Records and Confidentiality

The Board of Education ("Board") complies with the state and federal regulations regarding confidentiality, access to and amendment of student records. The Board shall implement procedures that protect the privacy of parents/guardians and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

Students

Confidentiality and Access to Student Records

(A) DEFINITIONS

- Access is defined as the right to inspect or review a student's educational records or any part thereof. Access may include the right to receive copies of records under limited circumstances.
- Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parents/guardian's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.
- Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.
- Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.
- Legitimate Educational Interest means the need for a school official to review an educational record in order to fulfill his or her professional responsibilities.
- Parent is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student, however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1954 is entitled to the student's records without the eligible student's consent.

Confidentiality and Access to Student Records (cont.)

- Personally Identifiable Information includes, but is not limited to, the name and address of the student, student's parent, or other family member, the student's personal identifier, such as social security number or student identification number, or a list of characteristics or other information that would make the student's identity easily traceable.
- School Official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- Signed and Dated Written Consent to disclose personally identifiable student information from a student's records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of consent.
 - Student Records
 1. "Student records" shall include any information directly related to a student that is recorded in any manner (e.g., in writing, on film, or on tape or disk) and that is maintained by the school system or persons acting for the school system.
 2. "Student records" shall not include:
 - a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b) employment records used only in relation to the student's employment by the school district;
 - c) alumni records that contain information about the student after he/she is no longer in attendance at the school;

Confidentiality and Access to Student Records (cont.)

- d) records on an eligible student that are maintained by a physician,
- e) psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment; and
- f) records maintained by a law enforcement unit of an educational agency or institution that were created by that unit for the purpose of law enforcement.

(B) PROCEDURES

The following procedures shall apply regarding student records:

- Parents/guardians and/or eligible students have the right to inspect and review all education records of their child (or, in the case of an eligible student, all education records pertaining to himself/herself). A request to inspect and review records shall be in writing. The Board shall respond to all requests for student records in a prompt manner.
- For the records of regular education students, the Board will make records available for inspection and review by parents/guardians or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- For the records of special education students, the following time frames apply: As required by Section 10-76d-18(b)(1) of the Regulations of Connecticut State Agencies, written requests by parents/guardians of students requiring special education and related services will be accommodated within ten (10) school days of the receipt of such requests, within three (3) school days of the receipt of such requests if the requests are made in order to prepare for a meeting regarding an individualized education program or within three (3) calendar days of such a request if the request is made in order to prepare for a meeting related to any due process proceeding. One free copy of a student's records will be provided to parents/guardians of students requiring special education and related services on written request within five (5) school days of the request.
- The school district will appoint an individual to be responsible for the care and upkeep of all student records. Educational records are kept by categories, each of which encompasses a specific type of data collected during a student's education career. These categories also determine how long the school district must maintain the records. The school district will provide to parents/guardians, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.

Confidentiality and Access to Student Records (cont.)

- On an annual basis, the school district will notify parents/guardians of students or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the district and will also be published in the school district's guide to Pupil Personnel Services and will be published in any other manner "reasonably likely" to inform such parents/guardians and eligible students of their rights. The school district will take steps to ensure that parents/guardians or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.

(C) CONFIDENTIALITY OF EDUCATION RECORDS

- All school staff must understand that personally identifiable information in student records is confidential. Each person who has access to student records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages.
- Student records are not public records and any disclosure other than to persons authorized to receive the records without prior parent consent violates the law and Board policy, except as provided in federal and state statutes.

(D) ACCESSIBILITY TO STUDENT RECORDS

- A parent/guardian or eligible student has the right to inspect and review specific confidential information about the student unless such rights have been waived under Section IX, below.
- Aside from a parent/guardian or eligible student, only staff members who have been determined by the school system to have a legitimate educational need, and the other exemptions as set forth in Section VI, may have access to a student's records. Pursuant to the procedures set forth in Section V(E), below, the district maintains a record of parties that have requested access to education records, including information found in computer memory banks.
- Parent/guardians' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning himself/herself. All requests for access to student records must be in writing. A parent/guardian does not lose his or her right to access to records upon divorce. Non-custodial parents retain their rights to review their child's education records unless otherwise ordered by a court.

Confidentiality and Access to Student Records (cont.)

- When requesting inspection or review, a parent/guardian or eligible student must submit a written request that identifies the record or records being sought. The school district will notify the parent/guardian or eligible student of the date, time, and location where the records may be inspected and reviewed. Requests will be accommodated within a reasonable period of time, but in no case more than forty-five (45) calendar days after the receipt of such requests.
- The parents/guardians or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of student records to a designated representative must be signed and dated by the parent/guardian or eligible student.
- A school professional shall be present at all such inspections and reviews and shall explain and interpret data in the records whenever access is granted.
 - A fee cannot be charged by the system to search for or to retrieve the educational records of a student. If a student has been identified as requiring special education and related services, the parents' right to inspect and review the child's records shall include the right to receive one free copy of those records. An eligible student who is identified as requiring special education and related services is entitled to one free copy of his/her records. A request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed 50¢ per page.
 - Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks.
 1. The record (log) shall indicate the name of any individual, agency, or organization that requested or obtained access to the student's records, the date of the request for access, whether access was given, and the purpose for which the party was granted access to the records, including the names of additional parties to whom the receiving party may disclose the information on behalf of the school district, and the legitimate educational interest in obtaining the information.

Confidentiality and Access to Student Records (cont.)

2. The record (log) requirement does not apply to requests from, or disclosure to:
 - a) a parent/guardian or eligible student;
 - b) a party seeking directory information;
 - c) a party who has signed and dated written consent from the parent/guardian and/or eligible student;
 - d) school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record;
 - e) persons seeking or receiving the information as directed by a Federal grand jury or other law enforcement subpoena (provided that the information requested is not to be redisclosed).
3. The record (log) is a permanent part of the student's records and must be available to the parent/guardian or eligible student upon request.

(E) THE RELEASE OF RECORDS OR PERSONAL DATA

- The school system or its designated agent(s) may not permit release of personally identifiable records or files of any student to any outside individual, agency, or organization without the signed and dated written consent of the parent/guardians or eligible student, except as indicated in Section VI.D below. Personally identifiable information contained in the student record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless written consent has been obtained.
- To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, note the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- If circumstances effectively prevent the parent/guardian or eligible student from exercising their right to inspect and review educational records, the Board of Education shall provide the parent/guardian or eligible student with a copy of the records requested or make other arrangements for the inspection and/or review of the requested information.
- Personally identifiable information may be released without consent of the parent/guardian, or the eligible student, only if the disclosure is:

Confidentiality and Access to Student Records (cont.)

1. To other school officials who have been determined by such agency or institution to have legitimate educational interests in the records.
2. To officials of another public school, including a public charter school, in which the student seeks or intends to enroll. Disclosure of personally identifiable information will be made only upon condition that the student's parent/guardians be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section VIII.
3. To authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of Education; or State and local educational authorities, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent/guardian or eligible student has given written consent for the disclosure.
4. In connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.
5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974, if the disclosure concerns the juvenile justice system and its ability effectively to serve the student whose records are released. If reporting or disclosure is permitted pursuant to a state statute concerning the juvenile justice system adopted after November 19, 1974, such disclosure may be made without consent only if the officials and authorities to whom the records are disclosed certify in writing to the school district that the information will not be disclosed to any other party without the prior, written consent of the parent/guardian of the student, except as provided under State law.

Confidentiality and access to Student Records (cont.)

6. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as the study does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization and the information is destroyed after it is no longer needed for the purposes for which the study was conducted.
7. To accrediting organizations in order to carry out their accrediting functions.
8. To parents/guardians of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
9. To comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent/guardian or the eligible student in advance of compliance, unless such disclosure is in compliance with (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
10. In connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
11. Between two or more public schools in which the student is enrolled or receiving services.
12. If the school district initiates legal action against a parent/guardian or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.
13. If a parent/guardian or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's educational records that are relevant for the school district to defend itself.

Confidentiality and Access to Student Records (cont.)

14. To the Attorney General of the United States or his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. When producing information or permitting access to student records pursuant to this subsection, the school district is not required to record its disclosure in the record (log) referred to in Section V(E).

Directory Information

1. The school district will notify parents/guardians (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one year.
 2. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parents/guardian or eligible student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one year.
 3. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.
- F. Nothing in this policy shall prevent the school district from:
1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
 2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

3. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

G. The District will also facilitate the transfer of a student's disciplinary records to officials of any private school in which the student seeks or intends to enroll.

(F) AMENDMENT OF STUDENT RECORDS

- If a parent/guardian or an eligible student believes that information in the student's records is inaccurate or misleading or in violation the student's right to privacy, he/she is entitled to:

1. Request in writing that the school district amend the records;

2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parents/guardian or eligible student.

- If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments.
- If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent/guardian or eligible student and advise him/her of the right to a hearing.

(G) HEARING RIGHTS AND PROCEDURES

- Rights

0. Upon written request of a parent/guardian or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

1. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent/guardian or eligible student shall be informed in writing.
 2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent/guardian or eligible student shall be informed of the right to place in the student's records a statement setting forth the reasons for disagreement with the decision.
 - a. Any explanation placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
 - b. If the records of the student or the contested portion are disclosed by the school system, the statement of disagreement by the parent/guardian and/or eligible student shall also be disclosed.
- Procedures
 1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent/guardian or eligible student requests a delay.
 2. The parent/guardian or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.
 3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
 4. The parent/guardian or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

(H) WAIVER OF RIGHTS

- A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:
 1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
 2. The letters or statements are used only for the purpose for which they were originally intended.
 3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.
 4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent/guardian.
- A waiver may be revoked with respect to any actions occurring after the revocation.
- Revocation of a waiver must be in writing.
- If a parent/guardian of a student executes a waiver, that waiver may be revoked by the student at any time after he/she reaches the age of 18.

(I) SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

- The following definitions shall apply to Section X of this policy:
 1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

5. School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the school district medical adviser.

Confidentiality and Access to Student Records (cont.)

- Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.
 2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.
- Accessibility of Confidential HIV-related Information
1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 - a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;
 - b. any person who secures a release of confidential HIV-related information;
 - c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
 - d. a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
 - e. a medical examiner to assist in determining cause of death;
or
 - f. any person allowed access to such information by a court order.

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Confidentiality and Access to Student Records (cont.)

- Procedures
1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is

also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.
 3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.
 4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
 5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
 6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.
- Disclosures Pursuant to a Release
1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records

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Confidentiality and Access to Student Records (cont.)

whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.
3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

(J) CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy

(K) RIGHT TO FILE A COMPLAINT

FERPA affords parents/guardians and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 et seq.
Conn. Gen. Stat. § 10-15b
Conn. Gen. Stat. § 19a-581 et seq.
Regs. Conn. State Agencies § 10-76d-18

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g
et seq.
USA Patriot Act of 2001, Pub. L. 107-56
No Child Left Behind Act of 2001, Pub. L. No. 107-110
34 CFR 99.1 - 99.6734 CFR 300.560-300.

Confidentiality and Access to Student Records (cont.)

ADMINISTRATIVE REGULATIONS REGARDING CLASSIFICATION OF STUDENT RECORDS

The School District will appoint a Custodian of Records who will ensure that student education records are kept as follows:

CATEGORY "A" RECORDS:

1. Category A includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system.
2. Category A records should be reviewed at least every three (3) years, while the student is in school.
3. Category A records may be maintained on microfilm after six (6) years beyond graduating class date.
4. Category A records shall be maintained for at least fifty (50) years after the student leaves school or graduates.
5. Category A records shall include the following identifying data:

<u>RECORD</u>	<u>LOCATION</u>
a. Name, address, date of birth	Cumulative/Health File
b. Name of parent(s) or guardian, address, telephone #	Cumulative/Health File
c. Academic achievement (grades/transcript)	Cumulative File
d. Level of academic achievement (class standing/academic level)	Cumulative File
e. Date of high school graduation or equivalent	Cumulative File
f. Student activities and significant awards	Cumulative File
g. Records of immunizations	Cumulative/Health/Pupil Personnel File

CATEGORY "B" RECORDS

1. This includes verified information for the formulation of education programs for all students, but not absolutely necessary over an indefinite period of time.
2. Data in Category B must be accurate, clearly understood, and verified before becoming part of any continuing record. There should be no anonymous entries in a student's school record. Category B information should be reviewed at least every three (3) years while the student is in school.
3. Category B records may be destroyed after six (6) years following the student's graduation, or the graduation of the class to which he/she belonged.
4. Notice of a student's suspension or expulsion shall be expunged from the student's cumulative educational record if the student graduates from high school, except for notice of an expulsion based upon possession of a firearm or deadly weapon.
5. Category B records shall include the following (if applicable):

<u>RECORD</u>	<u>LOCATION</u>
a. Standardized academic achievement test scores (CTBS, CAPT, CMT)	Cumulative File
b. Standardized group aptitude and/or personality testing program results	Cumulative File
c. Diagnostic reading/math test results (not special education)	Cumulative File
d. Educational and/or vocational interest	Cumulative File
e. Speech/language and hearing evaluations (not special education)	Cumulative/Health File
f. Family background information	Cumulative File
g. Systematically gathered teacher or counselor ratings and observations	Cumulative File
h. Comprehensive health records	Cumulative/Health/Pupil Personnel File
i. Correspondence relating to the student	Cumulative/Health/Pupil Personnel File
j. Disciplinary records	Cumulative File
k. Extracurricular activities	Cumulative File

l. Letters of Recommendation	Cumulative File
m. Parent/guardian/eligible student's signed release forms for disclosure	Cumulative/Health/Pupil Personnel File
n. Family with Service Needs Records	Cumulative File
o. Reports of Child Abuse/Neglect	CONFIDENTIAL FILE
p. Reports Containing Confidential HIV-Related Information	CONFIDENTIAL FILE

6. Records containing information pertaining to child abuse/neglect referrals or reports, or containing confidential HIV-related information should be kept separate from the student's cumulative folder, in confidential files.
7. Confidential HIV-related information contained in the confidential file should only be disclosed pursuant to district policy.
8. Information contained in documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigation, or any such investigation conducted by local law enforcement officials, shall be kept confidential. Such records shall only be disclosed in accordance with the Board's policy regarding Confidentiality and Access to Student Records.

CATEGORY "C" RECORDS – SPECIAL EDUCATION

1. Category C includes verified information necessary for the formulation of prescriptive educational plans designed to meet the unique needs of selected students.
2. Category C information should be kept separate from the student's cumulative folder, in the Pupil Personnel File, and reviewed annually.
3. Category C records may be destroyed after six (6) years following the student's graduation, or the graduation of the class to which he/she belonged. Prior to the destruction of Category C information, notification to parents/guardians and/or eligible students via media will be made and opportunity provided to copy said records.

Confidentiality and Access to Student Records (cont.)

Category C shall include (where applicable):

<u>RECORD</u>	<u>LOCATIONS</u>
a. PPT referral forms	Pupil Personnel File
b. Reports of serious recurrent behavior patterns	Pupil Personnel File
c. Psychological evaluations and psychologists' reports or recommendations	Pupil Personnel File
d. Planning and Placement Team minutes, findings, and recommendations	Pupil Personnel File
e. Individualized education plans ("IEPs")	Pupil Personnel File
f. School social work summaries	Pupil Personnel File
g. Learning disabilities evaluations	Pupil Personnel File
h. Occupational therapy evaluations	Pupil Personnel File
i. Physical therapy evaluations	Pupil Personnel File
j. Reports of evaluations completed outside the school system (neurological, psychiatric, medical, etc.)	Pupil Personnel File
k. Section 504 Records	Pupil Personnel File
l. Consent forms	Pupil Personnel File
m. Individualized Family Service Plans ("IFSPs")	Pupil Personnel File
n. Due process records	Pupil Personnel File

Confidentiality and Access to Student Records (cont.)**DURATION OF STUDENT RECORDS**

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.

RESPONSIBILITY FOR MAINTENANCE OF STUDENT RECORDS

1. The Director of Psychological Services is the Chief Custodian of Records.
2. In addition, the following personnel are designated as the guardians of records for each of the schools:
 - a. Categories A and B: Principal at each school.
 - b. Category C: Case Manager at each school.
 - c. With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the records. With respect to child abuse and neglect investigation material, the Case Manager at each school shall be the guardian of the records.
3. The chief custodian of records will annually list for public inspection the names and positions of the custodians of records in each of the schools.
4. Each of the custodians of records shall supply parents/guardians, on request, a list of the types and locations of education records collected, maintained, or used within the Bridgeport Public Schools.

Confidentiality and Access to Student Records (cont.)

Appendix A

Annual Notification of Rights Under FERPA for the Bridgeport Public Schools

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents/guardians and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents/guardians or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents/guardians or eligible student believe are inaccurate or misleading, or otherwise violates the student's privacy rights.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents/guardians or an eligible student should write the school principal, clearly identifying the part of the record the parents/guardians or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or

Confidentiality and Access to Student Records (cont.)

Medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4606

Unless notified in writing by a parent/guardian or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent/guardian's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic and video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The written objection to the disclosure of directory information shall be good for only one year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parent/guardian or eligible student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

Students

Student Discipline—Suspension/Expulsion; Due Process

Definitions

1. Exclusion means any denial of public school privileges to a pupil for disciplinary purposes.
2. Emergency means a situation in which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
3. School-Sponsored Activity means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
4. Removal is the exclusion of a student for a class period of ninety minutes or less.

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

5. In-School Suspension means an exclusion from regular classroom activity for no more than five consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
6. Suspension means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below.
7. Expulsion means the exclusion of a pupil from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year.
8. School Days shall mean days when school is in session for students.
9. Seriously Disruptive of the Educational Process means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

Student Discipline—Suspension/Expulsion; Due Process**Actions Leading to Disciplinary Action, Including Suspension and/or Expulsion**

Students may be disciplined for conduct on school grounds or at any school sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. section 29-38, (4) and whether any injuries occurred; and (5) whether the conduct involved the use of alcohol.

Conduct which may lead to disciplinary action can be found in the Code of Discipline.

Procedures Governing Suspension

See Code of Discipline

Procedures Governing In-School Suspension

See Code of Discipline

Student Discipline—Suspension/Expulsion; Due Process

The principal must recommend expulsion proceedings in all cases against any student when the administration reasonably believes a student:

1. Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. Off school grounds, possessed a firearm as defined in 18 USC 921, in violation of Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
3. Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. §21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.
4. The following definitions shall be used in this section:
 - a. A "firearm" as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2 " in diameter. The term "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
 - b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
 - c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".
 - d. "Martial arts weapon" means a nunchaku, kama, kasarifundo, octagon sai, tonfa or chinese star.

Student Discipline—Suspension/Expulsion; Due Process

- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any pistol or revolver, any dirk knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, black jack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.
5. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.
6. If the Superintendent or his/her designee, determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education or its designated impartial hearing board for action upon this recommendation.

Procedures For Expulsion Hearings Conducted By the Board of Education

Except in an emergency situation, the Board of Education or its designee shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined below. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

1. The Board of Education or its Hearing Officer shall conduct hearings as soon as possible within 10 school days after a written administrative recommendation for expulsion.
2. In accordance with Board Policy, written notice of the special hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s), within a reasonable time prior to the time of the hearing.
3. A student may be represented by any third party of his choice, including an attorney, at his/her expense or at the expense of his/her parents/guardians.
4. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parents/guardian(s) or guardian(s) do(es) not speak the English language or is handicapped.
5. The hearing will be conducted by the Hearing Officer, who will call the meeting to order, introduce the parties, board members and counsel, and swear in any witnesses called by the administration or the student.
6. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.

Student Discipline—Suspension/Expulsion; Due Process

1. The charges will be introduced into the record by the Superintendent or his designee.
2. Formal rules of evidence will not be followed. The Board or its impartial hearing board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
3. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by members of the board or impartial hearing board.
4. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board or impartial hearing board. Concluding statements will be made by the administration and then by the student and/or his or her representative.
5. In cases where the respondent has denied the allegation, the Board or impartial hearing board must determine whether the respondent committed the offense(s) as charged by the Superintendent.
6. The Board or impartial hearing board must also deliberate on the disciplinary action to be imposed upon the student. The Board may review the student's attendance record or academic record during its deliberations on this issue. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
7. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be received at the hearing, but may only be considered in the determination of length of expulsion and nature of alternative educational opportunity to be offered.
8. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board or impartial hearing board either on a question of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records make a recommendation to the Board or impartial hearing board as to the appropriate discipline to be applied.
9. The Board or impartial hearing board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board or impartial hearing board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

Student Discipline—Suspension/Expulsion; Due Process

10. In keeping with Conn. Gen. Stat. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to seek expulsion of a student for one full calendar year for: the conduct described in Section V(A)(1), (2) and (3) of these policies. The board or impartial hearing board may modify the term of expulsion on a case-by-case basis.
11. Whenever a student is expelled, the board, shall offer any such student under sixteen years of age an alternative education program. The Board of Education will provide an alternative education to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by federal law.
12. Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.
13. Where a student enrolls in the district during the period of expulsion from another school district, the Board or impartial hearing board may adopt the decision of the pupil expulsion hearing conducted by such other school district. The Board or impartial hearing board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board or impartial hearing board.
14. Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board or impartial hearing board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board or impartial hearing board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.
15. If a pupil enrolls in the district while an expulsion hearing is pending in another school district, such student shall not be excluded from school pending completion of such expulsion hearing unless an emergency exists, as defined above. The Board or impartial hearing board shall retain the authority to suspend the pupil or to conduct its own expulsion hearing.

Student Discipline—Suspension/Expulsion; Due Process

Procedures Concerning Special Needs Students (IDEA)

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA, or who have received special education and/or related services under the IDEA within the last three years, or who have been referred for special education within the last three years (an "identified student")

1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for an identified student who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:
 - a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan:
 - i. The parents/guardians of the student must be notified of the decision to take disciplinary action on the date on which the decision to take that action was made and must also receive notice of all special education procedural safeguards; and
 - ii. In the case of a recommendation for expulsion, or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the district shall convene the student's planning and placement team (PPT) as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order to determine whether the student's behavior was a manifestation of his/her disability. During the process of manifestation review, a student may be suspended for up to ten (10) school days. An identified student must not be suspended for more than ten (10) days per calendar year, without the school district's conducting a manifestation PPT.
 - b. If the PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified student contains a current behavior intervention plan, the PPT must convene as necessary to review and/or modify the behavior intervention plan.

Student Discipline—Suspension/Expulsion; Due Process**Procedures Concerning Special Needs Students (IDEA) (cont.)**

If the PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline. During any period of expulsion, or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than ten (10) school days per school year.

2. Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances:
 - a. School personnel may transfer an identified student to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) school days per school year if such disciplinary action would also apply to non-identified students; or
 - b. School personnel may transfer an identified student to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the student:
 - i. was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
 - ii. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - c. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, if a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action concludes that the student's behavior was not a manifestation of the student's disability. Under such circumstances, the Board of Education must continue to provide a free appropriate public education to the identified student.
3. The Board of Education may report a crime committed by an identified student to the appropriate law enforcement authority.

(As used in this subsection, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.)

Student Discipline—Suspension/Expulsion; Due Process

Procedures Concerning Special Needs Students (Sec. 504)

Following are procedures concerning students who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria listed in the above subsection (a "student with disabilities"):

1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities' conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for student with disabilities who has engaged in other behavior that violated any rule or code of conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:
 - a. If student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion,
 - i. the parent/guardian of the student must be notified of the decision to suspend or expel on the date on which the decision to take that action was made; and
 - ii. in the case of a recommendation for expulsion, the district shall convene the student's Section 504 Team (504 Team) as soon as possible, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order to determine whether the student's behavior was a manifestation of his/her disability.
 - b. If the 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The 504 Team shall consider the student's misconduct and revise the 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must convene as necessary to review and/or modify the behavior intervention plan.
 - c. If the 504 Team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline.

Notification to Parents or Guardian

1. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of expulsion suspension or removal from class.

Student Discipline—Suspension/Expulsion; Due Process

Early Readmission

An expelled pupil may apply for early readmission to school. The Board delegates the authority to make decisions on readmission to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this governing suspension and expulsion.

Compliance with Reporting Requirements

1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a3, the violation shall be reported to the local police.

Legal References: Connecticut General Statutes
 4-177 - 4-180 Contested cases. Notice. Record.
 10-233a - 10-233e Suspension and expulsion of students.
 10-233f In-school suspension of pupils.
 Packer v. Board of Educ. of Thomaston, CT (1998).
 Public Act 98-139
 Federal law:
 HONIG v. Doe, (United States Supreme Court 1988)
 Individuals with Disabilities Act, 20 U.S.C. 1400 et seq. as
 amended by the Individuals with Disabilities Education Act
 Amendments of 1997 (P.L. 105-17). Section 504 of the
 Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Students

Off-School Misconduct

Conduct of Athletes

Membership on an athletic team is a privilege that requires students to act responsibly and in the best interests of the student, team and the school. This privilege may be revoked if the student fails to meet this reasonable requirement. Students who choose to participate on athletic teams voluntarily accept team discipline, which may include higher or stricter standards of conduct. Therefore, all athletes shall abide by a code of conduct which will earn them the honor and respect that participation and competition in the interscholastic program affords. No misconduct will be tolerated either on or off school premises that results in dishonor to the athlete, the team or the school. Acts of unacceptable conduct, such as, but not limited to theft, vandalism or any violation of the law will result in disciplinary action taken by the principal upon consultation with the coach and the athletic director up to and including exclusion from the team. In the case of an arrest, an investigation will be made and depending upon the seriousness of the violation, the following action may occur: removal from captaincy, one or two game suspension, or expulsion from the team.

Students

Off-School Misconduct

Conduct of Participants in Other Extra-Curricular Activities

Participation in extra-curricular activities is a privilege. Off-school misconduct may result in denial of that privilege, including denial of participation in such activities, removal from leadership positions in such activities and denial of participation in local, regional or national organizations relating to the activity.

Students**Weapons and Dangerous Instruments**

Except as hereinafter noted, no weapons or dangerous instruments shall be permitted on any school premises, in, about or on school buses, nor at any school-sponsored activity, on or off school premises, except that police officers may carry weapons in performance of their duty. Further, weapons or dangerous instruments may be brought to school by persons licensed to carry such only when authorized by the principal when it pertains to an educational activity scheduled by the administration. In these instances the weapons must be cased, and the Superintendent's office must be informed prior to the event.

Legal Reference: Connecticut General Statutes
 Sec. 53-206 Carrying and sale of dangerous
 weapons
 Sec. 29-38 Weapons in vehicles
 Penal Code 553a-3
 P.A. 88-237 Sale, Carrying and brandishing of
 facsimile firearms

Students**Weapons and Dangerous Instruments**

Middle and High School Students

In any case where a student has been found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, follow the procedures outlined in the Code of Discipline.

Elementary School Students

In those cases where a student is found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, the principal will review the case with a team consisting of the child's teacher and Pupil Services' staff to assess the child's development age and determine whether or not the child was capable of understanding the severity of his/her actions and the ramifications of the weapons and regulations. If the child is deemed to be capable of understanding, he/she will be referred to the Superintendent of Schools for expulsion as demanded by law. The findings of the team will be utilized to determine the recommendation for the terms of the expulsion and/or suspension. If the child is deemed not capable, the administration will recommend a developmentally appropriate consequence.

Students

Assaults/Threats

A student will not extort anything of value, threaten injury, or attempt to cause injury or behave in such a way as could reasonably be expected to cause physical injury to any person or damage to private property

- On the school grounds during and immediately before or immediately after school hours
- On the school grounds at any time when the school is being used by a school group
- Off the school grounds at a school activity, function or event

The Principal, in the course of his/her investigation, will attempt to discover the cause of the fight and, if possible, to solve the problem, e.g., obtain an agreement from the students to eliminate the cause of the dispute. If the Principal cannot bring about a peaceful resolution of the problem, the participants will be subject to suspension.

A more serious situation exists when an attack is made on a student. The Principal may send all parties involved home while he/she conducts an investigation of the incident. Those students found to have been participants in the attack will be suspended and a report made to the authorities. Expulsion proceedings may be initiated.

An attack on a teacher is a matter of grave concern to everyone and will be thoroughly investigated. Each case will be investigated by the Principal, and where grounds for charges under the law exist, the case will be referred to police authorities. Student(s) determined in the initial investigation to have been involved will be suspended. If no extenuating circumstances are uncovered, it will be recommended that expulsion proceedings be initiated.

An established extortion, assault or threat of injury of staff member, student or any other person will be reported in accordance with Connecticut General Statutes 10-233g and will be treated as a violation of school and regulation in accordance with the discipline code at each school.

(cf. 5131 - Suspension/Expulsion)

(cf. 5133 - Weapons and Dangerous Instruments)

(cf. 5136 - Vandalism)

Legal Reference: Connecticut General Statutes
10-233g Boards to report school violence. Reports of principals to authority.

Students**Vandalism****Vandalism by Minors**

The parent/guardian of any minor/un-emancipated child who willfully cuts, defaces or otherwise injures in any way, any real or personal property belonging to the school district will be held liable for all such damages up to the maximum amount allowed by state law.

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent/guardian for damages done by a minor child is in addition to any other liability which exists in law.

The parent/guardian of a minor child will also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school district. The student may also be subject to disciplinary action.

Vandalism by an Adult Student

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the school district. The student may also be subject to disciplinary action.

(cf. 6161.21 – Fees, Fines and Charges)

Legal Reference: Connecticut General Statutes
 10-221 (a) Boards of education to prescribe rules
 52-372 Parental responsibility for torts of minors. Damage
 defined

Students

Smoking

Student Smoking and Other Tobacco Use and Possession

It is the policy of the Bridgeport Board of Education that there is no smoking, use, or possession of tobacco in any form, anywhere in school buildings, on school grounds, or at school-sponsored activities.

Legal Reference: Connecticut General Statutes
 1-21b Smoking prohibited in certain places
 35-198 Smoking in... school buses (prohibited)

Students

Drug and Alcohol Use By Students

Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the use, sale, distribution or possession of controlled drugs, controlled substances or drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the responsibility of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the possession, distribution, sale or use of substances that affect behavior.

Definitions

1. **Controlled Drugs:** means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
2. **Controlled Substances:** means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
3. **Professional Communication:** any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
4. **Professional Employee:** means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).
5. **Drug Paraphernalia:** means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).

Students

Drug and Alcohol Use By Students

6. Pupil Services Team: means a team whose members may include a building principal, school nurse, school social worker, school psychologist and/or school counselor.

Students**Drug and Alcohol Use By Students****Involuntary Disclosure (cont.)**

1. Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances or Alcohol:
 - a. Any student in the Bridgeport Public Schools using, possessing, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.
 - b. Students found to be in violation of the use, sale, distribution or possession of controlled drugs, controlled substances or alcohol may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
 - c. A meeting may be scheduled with the pupil services team for the purpose of discussing the school's drug and alcohol with the student and parent or guardian.
 - d. Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References: Connecticut General Statutes:
Sections 10-154a, 10-212a, 21a-240, 21a-243

Students

Gang Activity or Association

The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the student shall not:

1. Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or education objectives. No student on or about school property or at any school activity shall: wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang;
2. Present a physical safety hazard to self, students, staff, and other employees;
3. Create an atmosphere in which a student, staff or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence, including but not limited to: soliciting others for membership into any gangs, requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or other violation of school district policies, inciting other students to act with physical violence upon any other person, imply gang membership or affiliation by gesture, handshakes, etc., and written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.

If the student's behavior or other attribute is in violation of the provision, the principal or designee will request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.

Students identified as being gang involved, influences, or affiliated will be provided assistance, and/or programs, which promote pro-social behavior. Such programs will be expected to discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Training to provide increased awareness of the threat to the safety of students, staff, and school property which gang-related activity poses, shall be provided on an as-needed basis. Additional presentation will be made available to individual schools, staff or students at the request of the principal. Presentations will provide training in current identification symbols used by those involved in gang-related activity and will include things such as the identification of hand signals, apparel, jewelry, and/or any other pertinent gang-related information.

Students

Conduct

Hazing

See Code of Discipline.

Students

Use of Communication Devices

Students shall not use a remotely activated communication device or activated communication device while in school.

The school principal may grant written permission for such use of a communication device by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the use of the device.

Legal Reference: PA 95-304 An Act Concerning School Safety
PA 96-108 An Act Concerning Student Use of
Telecommunication Devices and the Establishment of
Graduation Dates

Students**Cheating**

Cheating by students is defined as attempting to take credit or taking credit for someone else's work, using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, or test. Students at all grade levels shall be taught what cheating is, how it undermines the learning process and breaches principles of ethics that the district places in high regard, and the consequences for it. They shall also structure tests and assignments so as to minimize the opportunity for student cheating.

The Superintendent, in conjunction with administrators and faculty, shall develop a regulation that delineates steps to be taken; and, appropriate penalties to be enacted, when it is determined that cheating has occurred. The Board believes that students should be able to defend their work as original without teachers having to conduct extensive research.

(cf. 5131 – Suspension/Expulsion; Due Process)
(cf. 6140 – Graduation Requirements)

Students

Student Attire

See Code of Conduct, Dress Code.

Students

School Uniform Policy

a.) Statement of Policy

It is the policy of the Bridgeport Board of Education to regulate the attire of students during the school day. All students in grades PK-8 beginning with the 2009-2010 school year for the Bridgeport Public schools will wear mandatory uniforms. School uniforms policies can promote school safety, improve discipline, and enhance the learning environment.

b.) Parental Responsibility

It is the responsibility of parent/legal guardian to ensure that their child/children dress in compliance with the requirements of this policy.

c.) Staff Responsibility

School personnel, including substitutes, should serve as role models for proper attire in the educational setting. School personnel should ensure that all students adhere to the School Uniform Policy.

d.) Mandatory School Uniform for Bridgeport School Students, Grd. PK-8

- **PANTS** – Navy or Tan dress or [Dockers] trouser style pants must be worn with a belt at the waist. Jeans are prohibited.
- **SKIRTS, JUMPERS OR SKORTS** – Navy or Tan must be worn and must be knee level or longer. Blouse or polo shirts must be worn under the jumper. Jeans are prohibited.
- **SHORTS** – Navy or Tan knee length dress or [Dockers] trouser style shorts. Shorts must be worn with a belt at the waist. Jeans are prohibited.
- **SHIRTS** – White plain collar polo shirt, dress shirt, long or short sleeve. Two additional colors may be selected by each school's leadership team. Shirts must be tucked into pants. Individual schools will choose their colors before end of school term 2008-2009. Every school has an option to create a school logo, if desired. Logos must be reviewed by the Superintendent or his/her designee and recommended for approval by the Board of Education. Schools that already have a logo must send it to the Superintendent or his/her designee for review and documentation.

- **SWEATSHIRT OR SWEATERS CAN BE PULLOVER OR ZIPPERED –**

5140 (a)

Only [uniform] pullover or cardigan sweaters in the solid colors of Navy or Tan (no patterns) without hoods or decorations or wording will be allowed. Individual schools may choose an additional authorized color for sweaters, vest and blazers.

- **SHOES OR SNEAKERS** – Shoes are strongly recommended. In addition to shoes, white and black sneakers are permitted. Laces on shoes or sneakers must be tied.

- **PHYSICAL EDUCATION DAY ATTIRE**- Students may wear sweats to school on scheduled physical education day only. School approved t-shirts and shorts permitted. Physical Education attire colors will be chosen by individual schools SLT.

** Refer to the Bridgeport Public Schools Code of Discipline Section for further dress code restrictions which can be obtained from the Principal's office.*

e.) Compliance

All students are required to adhere to the required attire. School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with school attire requirements. However, when a student fails to comply with the school attire policy, discipline is appropriate. The following discipline procedures will apply:

- (1) First Offense: Verbal counseling and notification to parent/legal guardian.
- (2) Second Offense: Written warning and notification to parent/legal guardian.
- (3) Third Offense: Written warning and a mandatory meeting between the Principal and the parent/legal guardian to explain School Attire Policy and obtain compliance.
- (4) Fourth and Subsequent Offenses: At the principal's discretion, attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. If the foregoing disciplinary measures do not achieve compliance with the School Attire Policy, the principal may impose stronger discipline.
- (5) The principal of each school will provide standardized letters to be utilized for student warnings and notifications to parent/legal guardian.
- (6) There will be a one-time grace period of 21 days at the start of the 2009-2010 school year, during which current enrolled students will not be disciplined for failing to wear the mandatory uniform clothing. Any student transferring into the Bridgeport School District from another school district during the course of a

school year will also be allowed the same grace period. During this grace period, students will be encouraged to obtain and wear clothing that meets the uniform requirements. After the completion of this one-time grace period, the foregoing disciplinary procedures will go into effect to address any continuing non-compliance.

f.) Clothing and Items Prohibited for All Grades, PK-8

Please refer to the Bridgeport Public Schools Code of Discipline handbook, Dress Code section – pages 19 and 20.

g.) Exceptions for Designated Days or Events

Each school principal may designate specific days or events during which deviations from the approved uniform will be permitted.

h.) Religious and Health Accommodations

When the bona fide religious beliefs or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. The parent/legal guardian of any student desiring uniform policy exceptions will notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs will not be prohibited under this policy. A medical documentation will be required for health accommodations. The procedures for this process are set forth in paragraph 8, below.

i.) Procedures for Exemption

Parent/legal guardian may request an exemption from a mandatory school uniform program for medical or religious reasons. A request for an exemption must be made within ten (10) operational days of the beginning of the school year or within ten (10) operational days of being enrolled in any given school for the first time (note: The term, "operational days", is defined as days when school is in session.). Medical exemption requests must be signed by a medical doctor. See your school principal for further information on exceptions. A written request for an exemption must be submitted to the school principal using the Application for Exemption Form that can be obtained from the school.

The school principal or his/her designee must meet with the parent/legal guardian within five (5) school days. The principal will discuss the Bridgeport School Uniform policy and verify the accuracy of the information on the Exemption form. The parent/legal guardian will be notified in writing of the outcome of the conference within three (3) school days. A copy of said notice that the application has been granted or denied shall be attached to the application. The application shall also be initialed by the Principal and a copy of

the initialed application and the notice sent to the parent/legal guardian shall be forwarded to the Superintendent or his/her designee.

The Superintendent or his/her designee will affirm or deny the principal's decision. If the parent/legal guardian does not agree with the decision, they have a right to appeal to the Board of Policy committee within five (5) school days. Consideration will be reviewed by case by case basis.

j.) Clothing Assistance

It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy. Any student, for whom compliance with the school attire policy poses a bona fide financial burden, may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. The Superintendent will provide principals with standardized forms to be completed by parent/legal guardian seeking clothing assistance. School principals or their designees will assist families in financial need to obtain clothing that complies with the school attire policy. In meeting requests for assistance, principals or their designees will consider community resources such as clothing or financial donations from corporations, members

of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy.

Legal Reference: This policy is authorized by Section 10-221f of the General Statutes of Connecticut, which provides in salient part that: "[a] local or regional board of education may specify a school uniform for students under its jurisdiction."

Students

BRIDGEPORT PUBLIC SCHOOLS



CODE OF CONDUCT

STAFF MANUAL

2009-2010

Revised 2009
Approved by the Board of Education
7/6/2009

Bridgeport Board of Education

Maximino Medina, Jr., President
Barbara B. Bellinger, Vice President
Alice B. Nealon, Secretary
Sauda Efia Baraka
Thomas Cunningham
Delores Fuller
John Olsen
Nereyda Robles
Bobby Simmons

John J. Ramos, Sr., Ed.D.
Superintendent of Schools

“It is the policy of the Bridgeport Board of Education not to discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, age, national origin, ancestry, disability, mental disorder or mental retardation, in any of its educational programs, activities or employment policies.”

Affirmative Action Officer
Title IX and Title V:

Carole Pannozzo
Executive Director of Human Resources
Bridgeport Public Schools
45 Lyon Terrace – Room 310
Bridgeport, CT 06604
203-275-1042

CODE OF CONDUCT

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Dear Students, Parents, Teachers and Administrators:

As we begin our new school year, we want to emphasize that education is too important to be the sole responsibility of the schools. The success of school discipline depends upon a collaborative effort among home, school and community. By working together we can achieve the goals we all want - safe, orderly schools and a quality education for our children. This Code of Conduct has been developed to provide employees, parents and students with shared expectations for student conduct. Please read this Code of Conduct and discuss it with your child. New items or items that have been revised are shown in bold throughout this document. We are looking forward to an educationally stimulating school year.

Warm regards,

Bridgeport Board of Education

OUR COMMITMENT

The Bridgeport Public School system recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. We are committed to providing a healthy learning and working environment that supports student success by promoting responsibility, respect, civility, academic excellence and good citizenship. For learning to be successful, schools must be free of negative factors such as bullying, discrimination, intimidation, hateful words and actions, as well as physical violence in any form.

We believe that parents, schools and community must all work together to help students learn to become responsible members of society, while being sensitive to the diversity, cultural and special needs of individual students. We must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

PREFACE

This STAFF MANUAL is intended to provide a more comprehensive description of the disciplinary process set forth in the Bridgeport Public Schools than is possible within the space limitations of the STUDENT HANDBOOK. While this STAFF MANUAL is intended primarily for use by the professionals within the school system, a copy will be made available for inspection and information purposes in principals' office or at the Board of Education offices in City Hall. This STAFF MANUAL will provide expanded descriptions of the STUDENT HANDBOOK sections.

Whenever the term "principal" is used in the STUDENT HANDBOOK or STAFF MANUAL, it shall be interpreted to mean principal or designee.

Whenever the term "parent(s)" is used in the STUDENT HANDBOOK or STAFF MANUAL, it shall be interpreted to mean parent(s) or guardian(s).

ADULT EDUCATION

Established rules and regulations as defined in this MANUAL shall apply to persons enrolled in adult and continuing education programs.

EQUAL EDUCATION OPPORTUNITY

“It is the policy of the Bridgeport Board of Education not to discriminate on the basis of sex in any of its educational programs, activities, and employment policies as required by Title IX of the 1972 Education Amendments.”

No student shall be excluded by removal, suspension, or otherwise disciplined on the basis of race, sex, color, religion, national origin, poverty, pregnancy, parenthood, marriage, handicapping condition, special needs, or language difficulty.

CODE OF CONDUCT POLICY

The policy of the Bridgeport Board of Education is that school conduct and due process are essential to equality of educational opportunity and to a safe and effective educational environment. It is the Board’s policy to encourage teachers to handle conduct problems in the classroom and to employ all possible avenues prior to the imposition of disciplinary actions.

The Bridgeport Board of Education further views school conduct as a partnership with shared responsibilities among the students, the school, and the parents. Parents are encouraged to play an active role and will be called upon by the school to assist in and attend proceedings. Parental cooperation is critical to promoting positive behavior. The schools cannot do the job alone.

The Code is to be implemented in a fair, consistent, and equitable manner, which is mindful of the rights of students as well as the security, safety, and educational interests of the school. Accordingly, the Board believes this Code is one step in creating an atmosphere in the schools to improve learning, build morale, and teach students responsibility and accountability for their own conduct and education. Established rules and regulations as defined in this manual shall also apply to persons enrolled in adult education and continuing education programs.

The Board recognizes that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different responses. In determining the appropriate level of interventions and consequences, in addition to mitigating circumstances, school officials should consider the grade level and age of the student. This approach may result in a less severe intervention and consequence for a lower grade or younger student as compared to a higher grade or older student.

FORWARD THINKING CONDUCT

The Bridgeport Public School system encourages, supports and recognizes acceptable behavior in our students through a variety of positive practices. Our disciplinary model is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviors.

We encourage students to take responsibility for their behavior and to accept the consequences of their actions. A research-based, forward thinking approach will be used to deal with inappropriate behavior. This may include: verbal reminders, review of expectations, contact with parent(s)/guardian(s), written reflection, volunteer service to the school community, conflict mediation/resolution, peer mentoring, and referral for support services and/or exclusion from school privileges.

We recognize that each student is a unique individual and that every situation which requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behavior will be considered before discipline is determined. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all approaches will be consistent with his/her Individualized Education Plan and his/her demonstrated abilities.

STUDENT RESPONSIBILITIES

All children enrolled within the Bridgeport Public Schools will:

1. Be informed of and adhere to this Code and other reasonable rules and policies established by the Board, school authorities, administrators and teachers.
2. Be respectful of the rights of fellow students, school personnel, and school guests.
3. Be respectful of the educational process and learning environment by refraining from tardiness, truancy and unexcused absences, and by fully participating in the academic life of the school.
4. Be responsible and reasonable while in attendance at all school or school related functions held on or off school grounds.
5. Come to school prepared for class, complete assignments, and make up work on time.
6. Initiate and inquire of the appropriate teacher as to when and how class work, including examinations missed during absences, can be completed.

PARENT RESPONSIBILITIES

All parents of Bridgeport Public School children have the responsibility to:

1. Be informed of the school rules and policies.
2. Insure that their children attend school regularly.
3. Keep in regular communication with the school concerning their children's conduct and progress.
4. Be knowledgeable of and have access to all educational, medical, and similar records of their children.
5. Inform, instruct, and assist their children to behave in a reasonable manner in conformity with this Code, and in respecting the rights and property of others.
6. Bring to the attention of school authorities any academic or disciplinary problems and assist school authorities in the correction of such problems.
7. Attend and participate fully in the disciplinary proceedings and school conferences arranged for the benefit of their children.

SCHOOL RESPONSIBILITIES

Bridgeport Public School administrators and teachers have the responsibility to:

1. Be informed of state law, school rules, and school policies set forth in the Code of Conduct.
2. Inform students and parents of their rights under the Code of Conduct.

3. Maintain behavior in the school in a fair, consistent, and equitable manner.
4. Conduct disciplinary hearings and conferences in an impartial, objective, and professional manner.
5. Attempt to resolve disciplinary problems by reasonable means and reach productive solutions to problems of student conduct **through developmentally appropriate forward-thinking discipline.**
6. Encourage parental participation, cooperation and communication with the school.
7. Provide students with the opportunity to complete any class work, including examinations missed because of absences.
8. Utilize the services of special personnel, pupil services staff, and community agencies to assist with **re-teaching identified behavioral weaknesses in a developmentally appropriate manner.**

DISCIPLINARY OFFENSES:

The STUDENT HANDBOOK states as follows:

Disciplinary offenses for purposes of the Bridgeport Public School Code of Conduct include acts committed:

1. On school grounds.
2. During, or shortly before or shortly after regular school hours.
3. During a school-sponsored activity on or off school grounds.
4. While awaiting transportation or traveling on a school bus or other forms of school-provided transportation en route to or from the school for a school-sponsored activity.
5. Off school grounds and during non-school time, whether or not the incident was initiated in the school or on school grounds, if such conduct is violating publicized policy of the Board of Education and is seriously disruptive of the educational process.

The disciplinary offenses listed in this Code do not address every situation, and students will be disciplined for any conduct on grounds or during school sponsored activities which is seriously disruptive to the educational process or endangers persons or property. Intent, frequency, and severity of the violation are factors that determine the categorization of the offenses as Type I, II, or III. School administrators or hearing officers may consider the student's past disciplinary problems in **determining the length of any suspensions. Consideration should be given to the lack of correlation between the length of suspension and improved student behavior.**

DISCUSSION:

Offenses of the Code of Conduct of the Bridgeport Public School System will be handled by the schools if the offenses occur:

1. In a school building or on school grounds during or shortly before or shortly after regular school hours.
2. Off school grounds during school sponsored activities or while traveling to or from school or a school-sponsored activity in any form of school-provided transportation.
3. Off school grounds at any time if the incident was initiated in the school or on school grounds, and if after the occurrence, it was established that upon the return of the students, it contributed directly to a disruptive effect on the school.
4. Off school grounds and during non-school time if after the occurrence there is a reasonable likelihood that the return of the student would contribute to a disruptive effect in the school or its educational process. These acts must be of a serious nature such as dangerous weapon offenses, drug offenses, or crimes accompanied by violent conduct such as robbery or sexual offenses.

This definition of disciplinary offenses is intended to preclude school jurisdiction over two types of situations. The first occurs when students commit a minor offense of the Code in a school building or on school grounds at a time remote from regular school hours. The second occurs when students commit a minor offense on some form of public or private transportation while traveling to or from school. It is the belief of the members of the Code of Conduct Committee that if the student's conduct does not involve weapons or drugs and does not have a serious disruptive effect on the educational process, the situation is best handled by local law enforcement officials.

During, shortly before or shortly after regular school hours, if students commit a violation of the Code while in or on the grounds of any public school in Bridgeport, they will be disciplined in the school they regularly attend.

- For example, if high school students go on the grounds of a middle school and commit an offense of the Code, they will be disciplined in the high school they regularly attend. Again, however, in order to be an offense of the Code, the violation must occur during or shortly after regular school hours. While some administrative judgment will have to be exercised, the term generally refers to violations that occur while students have entered the school grounds or the school building shortly before school begins or after the time that they have departed at the end of the school day. For example, if students normally begin arriving on the school grounds at 7:30 a.m. for classes beginning at 8:00 a.m., any violation occurring after 7:30 a.m. would be covered by this Code. Likewise, if classes end at 3:00 p.m. but normally students remain in the building or on school grounds until 3:30 p.m., any violation occurring before 3:30 p.m. would be covered by this Code.

The question may come up as to whether "regular school hours" refers to time that students are in a school building or on school grounds before or after school as a result of sports practices and other extracurricular activities. The term "regular school hours" does encompass times of the day that students are practicing or engaging in extracurricular activities. For example, if all other students are normally out of the building by 4:00 p.m. but at 5:30 p.m., following practice, a member of the track team vandalizes a locker that would be covered by this Code.

Bus Discipline

Pupil passengers who have been assigned to a school bus must obey rules formulated by the Bridgeport Board of Education. Any misconduct on the bus which distracts the driver so as to

endanger the safety of others will be the basis for the withdrawal of riding privileges. Warnings will be issued first for minor infractions of the rules. Assigned seating will be considered for those who receive warnings. Three warnings will be a basis for consideration of withdrawal of riding privileges unless the violation warrants immediate suspension.

Suspension

Suspension means an exclusion from school transportation service for no more than ten consecutive school days. Violation of school bus safety rules will result in a three day suspension.

Drivers will issue school bus conduct reports to the principal of the school. No action will be taken against a student unless the school bus conduct report has been filled out properly. The principal of the school will then determine the necessary action to be taken and will notify the parent or guardian. Only the principal of the school is allowed to suspend a student from a school bus (see rules and regulations for school bus drivers).

Drivers will inspect the condition of the bus interior after completion of each trip to each school. Drivers will report damage to the bus interior immediately by radio contact with his or her dispatcher. Principals will be notified immediately and an immediate investigation should be conducted. If the Principal is not available in the p.m. he or she should be contacted immediately in the a.m.

Drivers will report group misconduct on the bus to the dispatcher by radio unless other instructions are given. The driver will return such bus passengers to their school, if time permits, and there are no unsafe conditions. If unsafe conditions exist, then the school Security Department should be called.

Principals of the schools that students attend will refer to the Code of Conduct to determine the penalty for misbehavior on the bus. In most cases, the misbehavior will be subject to a Type I penalty; however, occasions may arise when the misbehavior will be of a magnitude to require a Type II or Type III penalty.

PROCEDURAL SAFEGUARDS

Removal from Class

A removal is a disciplinary exclusion from a classroom for all or part of a single class period, provided such exclusion shall not exceed 90 minutes. Teachers are authorized to remove students from class when the students deliberately cause a serious disruption of the educational process within the classroom by engaging, for example, in persistent, loud or unnecessary talking out of turn, playing radios or recorders, refusing to sit in chairs or at desks, failing to bring books, pencils, paper, and other essential classroom study material, or pushing, moving, or banging furniture. No student shall be removed from classes more than six times in any school year or more than twice in one week unless the student is referred to the building principal and granted the opportunity for an informal hearing in accordance with the procedures governing suspensions as described below. Any teacher who removes a student from a classroom shall send the student directly to a supervised area or room designated by the principal and shall immediately inform the principal or the designee as to the student's name and reason for such disciplinary action. After an informal conference, the principal may reinstate the student to the class from which the student has been removed if the principal is satisfied that the student shall not continue the disruptive conduct that led to the removal in the first place.

The principal shall notify the parent(s) of any student removed from the classroom within 24 hours of such removal. Such notification shall state the reason for the removal.

The principal, with the cooperation of a teacher, may remove a student from class for a brief conversation or conference and place that student in another class or other educational setting, such as a resource room, for consultation, non-disciplinary, or preventive purposes when such student is having difficulty adjusting to a substitute teacher or experiencing other emotional or educational problems. Such disciplinary removal shall not be subject to the notice or hearing requirements of suspension.

In-School Suspensions

In school suspension is a procedure in which the assigned student spends the full school day in a restricted area away from the rest of the students.

The in-school suspension class will be held in an appropriate location in the school and will be properly supervised.

The students will be assigned a date to report to I.S.S. This will allow them time to receive parental acknowledgment of the assignment and allow teachers to provide meaningful assignments. The school will also supply pertinent material with which the I.S.S. supervisor can make assignments.

All assignees to I.S.S. will be considered present for the day. The supervisor will be allowed to assign only one additional day of I.S.S. After serving I.S.S. the students can return to school without a parent or guardian. Each school should attempt to limit the number of I.S.S. students to no more than 20. A student who intentionally misses I.S.S. or has been continually assigned to I.S.S. may be subject to further administrative action.

Emergency Suspensions

An emergency suspension means exclusion from school attendance and privileges for as long as the emergency exists but no more than three consecutive school days. An emergency shall mean a situation where the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school. The availability of an administrator shall not be a basis for postponing a hearing. The principal may suspend students without prior notice or informal hearing if an emergency as described above exists. In so suspending, the principal shall announce the duration of the disciplinary action and inform the students that they are to return to school at the end of that period. In an emergency situation, the notice shall be given and an informal hearing shall be held as soon as possible after the exclusion.

The administrator shall schedule the hearing at the earliest practical and convenient time for the student and parent(s) but not later than three school days after the emergency exclusion.

The principal may extend the suspension up to the maximum of 10 school days (including the days of emergency suspension) provided an informal hearing has been held and the principal determines that the student committed a suspendable offense.

Suspension

A suspension is an exclusion from school attendance and privileges for a definite period not to exceed 10 consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which the suspension was imposed. Each day of suspension shall be considered a day of excused absence.

At an informal hearing, the principal shall inform the students of the reasons for the proposed suspension and shall determine whether the students understand those reasons. The students shall be given an

explanation of the evidence against them and an opportunity to explain the situation or their side of the story. The principal or designee shall perform such fact-finding investigation as is deemed necessary to ascertain the accuracy of the charges and of the rebuttal by the students.

The principal shall carefully weigh the evidence and explanation, seek additional evidence, and conduct a more formal hearing if the circumstances surrounding the incident justify further inquiry for full and true disclosure of the facts. The formality of the hearing may vary with the seriousness of the situation and with the possible length of suspension being contemplated by the principal.

No student shall be suspended more than 10 times or a total of 50 days in one year, whichever occurs first, unless the student is granted a formal hearing as described under the Expulsion section of the Code of Conduct Manual.

The principal who suspends a student shall within 24 hours send notification in writing to the student's parent(s), informing parent(s) of the reason(s) for the disciplinary action, the penalty, the dates of readmission, and requesting a parental conference on the readmission date or sooner. Such notification shall be sent to the parent(s) by first class mail, postage prepaid. The notification may include a statement that if the parent(s) attends a conference with the principal and if the principal is satisfied that the student's misconduct will not be repeated, the principal may readmit the student before the expiration of the suspension period. The principal who suspends a student shall within 24 hours of the suspension notify the Superintendent or designee of the student's name, the reason for the suspension, and the penalty.

Expulsion

Expulsion is an expulsion from school attendance and privileges for more than 10 consecutive school days. According to Connecticut General Statutes § 10-233a(e), an expulsion period may extend beyond the end of the school year in which such expulsion was imposed but not beyond a period of one calendar year. The expulsion process is begun when the principal notifies the Superintendent's staff that expulsion is being recommended.

If the Superintendent's staff concurs in the recommendation, the student and parent(s) shall be sent a written notice. The notice shall include: (a) a statement of the time, place, and purpose of the hearing; (b) a statement of legal authority and jurisdiction under which the hearing is to be held; (c) a reference to the particular sections of the Code involved; (d) a statement of the reasons for the recommended expulsion; (e) a statement of the student's rights at the hearing; and (f) if applicable, a statement that the student is not entitled to alternative educational services during any period of expulsion.

The Board of Education may expel any student whose conduct is classified as a behavioral offense warranting expulsion under this Code or whose conduct on school grounds or at a school sponsored activity is seriously disruptive of the educational process or endangers persons or property, and shall expel any student whose conduct violates No.5 or No.6 of the Type III Disciplinary offenses. No.5 of the Type III Disciplinary offenses prohibits possessing or transmitting any dangerous weapon of no reasonable use to the student at school. No.6 of the Type III Disciplinary offenses prohibits selling or distributing illegal drugs. Connecticut Statute mandates expulsion proceedings whenever there is reason to believe that a student possessed a firearm, or used a firearm or dangerous weapon in commission of a crime or offered for sale or distribution illegal drugs, whether the foregoing occurred on or off school property. No Student shall be expelled without a formal hearing before the Board of Education or the Hearing Officer. While the expulsion hearing and decision are pending, the student shall be entitled to attend their regularly assigned school program unless they have been suspended under the usual procedures or the principal in consultation with the Superintendent's staff concluding that an emergency exists.

The Board of Education or its Hearing Officer shall conduct hearings as soon as possible within 10 school days after a written administrative recommendation for expulsion.

Such hearing shall be scheduled at a convenient time and place so as to encourage one or both parents to attend and participate. The hearing may be held without parental attendance or participation if the parents are unable or unwilling, or refuse to participate. In these instances the Board or its Hearing Officer may appoint a temporary guardian.

A student shall have the following rights at an expulsion hearing: (a) to be accompanied and advised by counsel or other individuals of the student's own choosing; (b) to present witnesses, evidence, and arguments on the student's behalf; (c) to confront and cross examine all witnesses and school personnel; (d) to make a written stenographic record or electronic tape recording of such hearing at the student's own expense; (e) to attend, be present, testify, or remain silent; (f) to have a hearing open to the public unless the student wishes it to be private.

Any oral or documentary evidence may be received at the hearing, but the Board or its Hearing Officer shall give effect to the rules of privilege. Documentary evidence may be received in the form of copies or excerpts if the original is not readily available. Upon request, parties shall be given an opportunity to compare the copy with the original.

The student and parent(s) shall have access to any administrative report, recommendation, record, staff memoranda, or other materials unless privileged under state law, and shall be afforded an opportunity to contest such material.

The parties may call witnesses, examine and cross examine witnesses, and introduce documentary materials. If the Board or its Hearing Officer has reasonable cause to believe that disclosure of the name of any student, staff, or other witness adverse to the student will result in retaliation or fear of personal safety, then the Board or its Hearing Officer shall have discretion to consider a summary report of such testimony without disclosure of the name.

The Board or its Hearing Officer shall proceed with reasonable dispatch to conclude any expulsion pending before it and shall render a final decision within 10 days following the close of evidence and filing of any briefs. The decision to expel shall be made by a majority vote of those members of the Board who are present and who hear the case or read the complete record of evidence, arguments, and briefs or by a Hearing Officer as provided by Connecticut General Statutes § 10-233d who is present and who hears the case or reads the complete record of evidence, arguments, and briefs. Board Members or the Hearing Officer shall be impartial and render a final decision in writing, based exclusively on the evidence and material introduced. The decision shall state full findings of fact, reasons for, and the duration of the expulsion. In determining the length of an expulsion and whether the student will receive an alternative educational program, the Board may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of such student.

The student and parent(s) shall be notified immediately, either personally, by phone, or by mail, and a copy of the decision shall be delivered or mailed to the student and parent(s), their attorney of record, and the State Board of Education within five days of taking such action. Any student who is expelled shall be offered an alternative educational opportunity during the period of expulsion to the extent provided by Connecticut Statutes. Should parents of such student choose not to have their child enrolled in an alternative educational program, the student shall not be subject to the compulsory attendance law. Such alternatives may include, but not be limited to, the placement of the student in a regular classroom program of a school other than the one from which such student has been excluded, a suitable program of work-study, training-supervised apprenticeship, a private school program, or other forms of equivalent education and instruction. The student and parent(s) shall be consulted and involved in the selection and/or

formulation of such alternative program. Established rules and regulations as defined in this Manual shall also apply to persons enrolled in adult education and continuing education programs.

Students with Disabilities

Students previously identified as having a disability under the IDEA and/or Section 504 of the Rehabilitation Act who engage in behavior that violates any rule or code of conduct of the school district can be disciplined by suspension, transfer to an appropriate interim alternative education setting or other setting, including expulsion (if such disciplinary action would also apply to students without disabilities) with the following stipulations:

A student with disabilities must not be suspended for more than ten days per school year, without the district's conducting a review of/or development of a Behavior Intervention Plan(BIP). In case of a recommendation for expulsion, or suspension for more than 10 school days per school year, the district shall convene a PPT within 10 school days after the recommendation for such discipline was made in order to review the relationship between the student's disability and the behavior that led to the recommendation for such discipline, and to determine whether the student's behavior was a manifestation of his/her disability. During the process of manifestation review, a student may be suspended for up to 10 school days. Subsequent suspension (days) must be closely monitored by the building administrator in order to ensure the accumulated total days do not constitute a change in placement. A PPT should be convened in all cases upon the 16-17th day of suspension in order to review the appropriateness of the student's placement.

If a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action concludes that the student's behavior was not a manifestation of the student's disability, the district may proceed with the recommended expulsion or suspension for more than 10 days, to the extent that a student without a disability would be subject to such discipline. Under these circumstances, the Board of Education must continue to provide a free appropriate public education to the student with disabilities. During any period of suspension greater than 10 days per school year, a student with disabilities under the IDEA shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion.

If the PPT finds that the student's behavior was a manifestation of the student's disability, the district shall not proceed with the recommendation for expulsion or suspension of greater than 10 days, shall consider the misconduct and revise the IEP/behavior intervention plan to prevent a recurrence of the misconduct and provide for the safety of other students and staff. If the IEP does not include a Behavior Intervention Plan, the PPT must develop a plan to address the behavior that led to the disciplinary action.

When disciplinary action is contemplated which would result in a penalty not addressed by the student's Behavior Intervention Plan, the parents must be notified of the decision to take disciplinary action, on the date the decision was made, and must also receive notice of all special education procedural safeguards.

In cases of possession of a dangerous weapon or an illegal drug, or the use, sale, or solicitation for sale of controlled substances on school grounds or at a school sponsored activity, the student can be transferred to an appropriate interim alternative educational setting for up to 45 calendar days.

The special education and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than 10 school days per school year.

For the discipline of students not yet identified as special education students, a student is entitled to procedural protections even if he/she has not been determined to qualify for special services under IDEA if the local board had knowledge that the student was disabled before the misconduct occurred. 34 C.F.R. Connecticut General Statutes § 300.534.

The local board will be considered to have knowledge if:

- a. The parent has expressed concern in writing to supervisory or administrative personnel, or to a teacher of the child, that the child is in need of special education/related services; OR
- b. The parent requested that the student be evaluated under IDEA; OR
- c. The child's teacher or other staff member expressed specific concern about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the agency.

IDEA 2004 makes clear that the local board will not be deemed to have knowledge if:

- a. The parent has not allowed an evaluation of the child; OR
- b. The parent has refused services; OR
- c. The child has been evaluated and it was determined that the child was not a child with a disability.

If the local board did not have knowledge of the possibility that the student had a disability, the student can be disciplined as if he/she were not a student with a disability. If a request for an evaluation is made during the time period when the child is subject to disciplinary measures, the school district must expedite the evaluation. If the child is subsequently deemed eligible, the school district shall provide special education to the child. However, pending the results of the evaluation, the child remains in the setting determined by school personnel.

TYPE I DISCIPLINARY OFFENSES

Type I disciplinary offenses are the least serious of the three categories of offenses described in THE STUDENT HANDBOOK. Generally speaking, these offenses are not the malicious or dangerous types of behavior deserving punishment by harsher measures. A more complete description of each of the Type I disciplinary offenses is presented below:

1. Engaging in Pranks which Endanger Persons or Property

Intent is the factor which distinguishes these offenses from the more serious offenses treated as Type II or Type III. A prank is usually a practical joke or mischievous trick designed to embarrass another person, but normally not intended to endanger persons or property. For example, locking someone in a closet or restroom stall, putting pins or tacks on a chair seat, pulling a chair out from under someone, pouring liquid into a locker, and putting grease or other substance on the floor are pranks which might be considered endangering to persons or property. Some discretion will be needed in evaluating prankish behavior because under some circumstances the examples above might not be considered endangering. On the other hand, the same behavior under other circumstances might be considered to be of greater seriousness than pranks and more accurately classified as malicious and intentional threats to personal safety. To determine the category in which to place the offense, the staff member will have to evaluate the student's intent. If the student merely intended to embarrass the other student or staff member, then the behavior is probably best classified as Type I disciplinary offense.

2. Throwing Food or Other Objects

Just as was the case with pranks discussed in number one above, this offense is classified as Type I because normally students do not intend personal injury or property damage when they throw food or other objects. Nonetheless, the throwing of any object is behavior that is sufficiently dangerous by its very nature to warrant some staff response whenever it happens. Besides food, the throwing of the following objects are examples of behavior which may be punished under this section: snow, ice, spitballs, rubber bands, tools, rocks, bottles, cans, cosmetics, pencils, pens or books. Of course, there are many instances where the throwing of an object would be treated as Type II or Type III disciplinary offenses. For example, if a student were to throw a knife or an explosive, that would be a Type III offense. Likewise, if a student threw an object with intent to cause serious injury to another person, or for the purpose or coercing or extorting from another person, that would be a Type III offense.

3. **Leaving a Classroom, Without Permission**

There are many problems that can arise when students are outside authorized areas during the school day. Examples include risk of injury, juvenile delinquency, and increased opportunities for destruction of school and personal property.

To minimize the chance of these incidents occurring, this Code treats entering unauthorized areas and leaving the school as Type I disciplinary offenses. In responding to these disciplinary offenses, school staff should be particularly sensitive to the causes of the student's desire to leave the classroom or building. In this regard, if the student is trying to escape academic troubles or is attempting to leave the building to participate in some anti-social behavior, staff members should carefully analyze offenses under this category to determine the underlying antecedent.

4. **Refusing to Identify Oneself to School Personnel**

In order to maintain control and conduct within a building, school officials must be permitted to obtain the identification of students. Accordingly, students are under an obligation to identify themselves properly when requested to do so by a school staff member. School staff members should not abuse this section by arbitrarily requesting students to identify themselves. It is only when staff members have a valid reason to know the student's identification that such an identification should be requested.

Principals are warned to be particularly sensitive to the racial composition of students disciplined under this section. In other cities, the experience has been that minority students are more frequently requested to identify themselves and are consequently more often punished under similar sections of codes in those cities. If principals observe racial disproportion in those students disciplined under the new section, they should review the matter with their staff to ensure equal treatment of students without regard to race, national origin, sex, or other prohibitive basis.

5. **Turning off Corridor, Classroom or Stairwell Lights**

The purpose of this rule is, of course, to prevent injury to students and staff that might result from the unauthorized switching off of lights in the school building. Obviously, if a student turns off lights pursuant to the valid instructions of a staff member for the purpose, for example, of showing a movie or doing a scientific experiment, then the action would not be punishable under this rule.

6. **Entering or Remaining in a classroom, in a School Building, or on the Grounds Without an Authorized Purpose**

Many of the problems cited above with regards to No.3 could also occur when students are in or near school buildings without authorization. Accordingly, school staff should be active in preventing students from entering unauthorized areas of the building and grounds. If students are found in an unauthorized area, they should be asked to leave. If they refuse to comply with a valid and reasonable

request to leave the unauthorized area, then disciplinary action under this section would be appropriate.

7. **Directing Profane, Vulgar, or Disrespectful Language at any School Staff Member or other Students**

Although the Code provides adequate response to student behavior that is disruptive, the Code of Conduct Committee also believes it is essential that students not be permitted to insult and degrade teachers and other staff members. While such student action may not involve immediate disruptive behavior, it is the opinion of the Committee that profane and abusive language directed at staff members does play a significant role in undermining the general level of conduct/climate in the school. Thus, if such behavior is not prohibited by this Code, it will proceed unabated and inevitably lead to disruption. Accordingly, the Committee took the position that profane, vulgar, and disrespectful language directed at staff members should be made an offense under this Code.

Nonetheless, discretion must be carefully exercised so that students are not punished for engaging in nondisruptive First Amendment activities. For example, during class discussion, if a student says something unkind to a teacher, it must be determined whether the student was being disrespectful in a manner that should be punished within the spirit of this Code or whether the student and the teacher were having an honest difference of opinion on an issue being discussed in class. Likewise, in the absence of disruption, this Code should not be used to punish political speech or discussion of public interest.

8. **Blocking or Interfering the Smooth Flow of Traffic in the Corridors**

Students would violate this section if they blocked or otherwise interfered with the flow of other students or staff through the corridors. Obviously, there is a certain behavior in the corridors which, while it could be said to interfere slightly with the smooth flow of traffic, does not significantly disrupt the activities of the school to warrant punishment under this Code.

However, whenever students materially interfere with or disrupt the movement of persons through the corridors before school, between classes, or after school in such a way as to have an impact on the educational process of the school, then that would be a violation of this section (i.e. if a student interfered with the flow of traffic in the corridor in such a manner that other students were tardy for their next class). Examples of behavior in this category would be pushing, tripping, littering, or participating in disruptive sit-downs, walkouts, or boycotts.

9. **Disrupting Class, Including But Not Limited to Electronic Devices**

There are types of behavior which are disruptive to the classroom. Examples of such behavior are loud talking, refusing to sit in a chair or desk, failing to bring pencils, books, paper, and other essential classroom study material, or pushing, moving, or banging on furniture. **This will include the use of wireless devices (i.e. cameras, Ipods, MP3s, cellphones, digital recorders.)** When such behavior is disruptive to the educational process within a classroom or study hall, school officials should respond in the way prescribed by the Code.

10. **Displaying Inappropriate Affection (Kissing, etc.)**

Students have the responsibility to conduct themselves in a responsible, mature manner in the school and around the campus. Under this section, any inappropriate display of affection that interferes with the promotion of an educational climate free from interference and interruptions will be dealt with in a warning to the student and notice to the parent(s). The warning to the student may be oral, but the

notice to the parent(s) should be in writing. It is important that adequate records be maintained so that it can be documented, if necessary, that the warning was given.

11. **Violation of the Dress Code**

Students in grades PK-8 are required to follow “Mandatory School Uniform Policy, pp34-36.” Students in grades 9-12 are to dress appropriately to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

(Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.)

Dress Code

The dress code is specific to all students, but particularly to students in grades 9-12.

It is the responsibility of all students and their parents to ensure that students wear appropriate school dress. Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, obscene, offensive language, **or symbols**), causes distraction or disruption of the learning environment (e.g. gang insignia), advertises or advocates the use of alcohol or drugs, or is pornographic, libelous or inherently likely to upset others is prohibited.

In furtherance of the security, safety and educational interests of the schools, the following are among clothing which may not be worn in school

- Coats (designed for outdoor wear)
- Halters/bare midriff
- Hats/headwear
- Head or face coverings
- Transparent clothing
- Pants with undergarment showing
- Any non-prescription eyewear

Further, where the bona fide religious practices or beliefs or health needs of the student conflict with the above, the school will provide reasonable accommodation upon written request to the principal.

PENALTIES FOR TYPE I DISCIPLINARY OFFENSES

The STUDENT HANDBOOK describes a series of penalties that may be imposed for committing Type I offenses. It cannot be emphasized enough that the penalties in this section, such as removal from class and suspension, which require certain procedural safeguards, may not be imposed unless those procedural safeguards have been provided to the student. The one exception is in emergency situations, discussed later in the MANUAL.

It is also important to point out that penalties described in this section may not be exceeded by a principal in the event of a Type I offense. However, it should be evident that the principal still has considerable discretion in dealing with Type I offenses. The principal may impose one or several of the penalties listed below.

The first Type I offense committed by the student in the school year will normally not result in suspension. However, when conditions warrant, suspension may be imposed for the first offense. The following are the penalties provided for Type I Disciplinary Offenses:

1. The Student Will Be Removed from Class if the Offense Took Place During the Class

The provisions of the removal from class will be discussed in greater detail in the section of this STAFF MANUAL on procedural safeguards. However, several of the limitations imposed by state law will be touched upon here. First, state law provides that students may be removed from class only when they “deliberately cause a serious disruption of the educational process within the classroom.” Accordingly, staff members should be aware that this is an appropriate response to Type I disciplinary offense only when the student has caused a serious disruption of the classroom. For example, it is difficult to imagine how reckless driving on school property could justify removal from class. However, throwing food or other objects or turning off classroom lights might be considered offenses where removal would be appropriate. Second, it is important to know what state law limits the duration of such a removal to “all or part of a single class...” Therefore, students cannot be removed from class and kept out of their next class under the provisions of this section. Third, state law provides that removal from class may not exceed 90 minutes. Therefore, if students were in a class which, for example, lasted two hours, they could not be removed from class for more than 90 minutes. After 90 minutes, they would have to be permitted to return to class.

2. The Principal May Warn the Student and Send a Notice to the Parent(s)

It is recommended that, whenever possible, the first Type I disciplinary offense committed in the school year should result in a warning to the student and notice to the parent(s).

The warning to the student may be oral, but the notice to the parents should be in writing. The principal should make a record of the disciplinary offense and should retain a copy of the notice that was sent to the parent(s). It is important that adequate records be maintained so that it can be documented, if necessary, that the warning was given.

3. The Principal May Deprive the Student of School Privileges for a Period not to Exceed Three School Days

This is an optional response to Type I disciplinary offense. It will be imposed at the discretion of the principal. For the purposes of this section, school privileges will be defined as those aspects of school life which do not involve bus transportation, cafeteria meals, or courses taken for academic credit.

Examples of such privileges might be extracurricular activities, interscholastic or intramural athletics, school dances, and recreational movies. Before this penalty is imposed, the student must be informed of the reasons for the action and given an opportunity to explain the situation.

4. The Principal May Refer the Student for Appropriate Counseling

This is another optional penalty for a Type I disciplinary offense. While the imposition of this penalty is within the sole discretion of the principal, it is strongly suggested that counseling be utilized only with the permission of the student and parent. A student who is forced to undergo counseling is unlikely to benefit from it. Accordingly, before mandating counseling as a response to a Type I disciplinary offense, principals should actively seek parental and student permission to do so. While a principal should not secure such permission through threats of imposing harsher penalties, a student and parent may respond favorably to the option of participating in counseling rather than losing school privileges.

5. The Principal May Assign the Student to Detention

This is an optional response to Type I disciplinary offense. Detention is an intervention used in schools where a student is required to spend extra time in school. A detention usually takes place during a period after the end of the school or before school begins. However, other times may also be used such as before the school day, weekend (traditionally known as Saturday school or Saturday detention), special activities, and breaks in the school day, such as lunch or homeroom. A detention is typically carried out in a room that offers little to no amenities for pleasure, so that students serving detention will have no outlet to distract. The students are usually monitored by a teacher, and

may be required to bring homework, sit quietly, or perform some task. Such tasks may take the form of housekeeping, such as clapping blackboard erasers or picking up rubbish; academic such as writing an essay or answering questions, or drawing. Detentions do not allow students to communicate with one another or use electronic devices (i.e. cell phones).

6. Uniform Policy Penalties

1) First Offense: Verbal counseling and notification to parent/legal guardian.

(2) Second Offense: Written warning and notification to parent/legal guardian.

(3) Third Offense: Written warning and a mandatory meeting between the Principal and the parent/legal guardian to explain School Attire Policy and obtain compliance.

(4) Fourth and Subsequent Offenses: At the principal's discretion, attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. The principal will refer to Type I offense.

(5) The principal of each school will provide standardized letters to be utilized for student warnings and notifications to parent/legal guardian.

(6) There will be a one-time grace period of 21 days at the start of the 2009-2010 school year, during which current enrolled students will not be disciplined for failing to wear the mandatory uniform clothing. Any student transferring into the Bridgeport School District from another school district during the course of a school year will also be allowed the same grace period. During this grace period, students will be encouraged to obtain and wear clothing that meets the uniform requirements. After the completion of this one-time grace period, the foregoing disciplinary procedures will go into effect to address any continuing non-compliance.

TYPE II DISCIPLINARY OFFENSES

Type II disciplinary offenses would be considered more malicious or dangerous than Type I offenses; these types of behavior result in more intensive interventions. A more complete description of each of the Type II disciplinary offenses are presented below:

1. Fighting

Fighting occurs when two or more students are actively engaged in hitting, kicking, pushing, tripping or otherwise attempting to hurt each other. Even though one student may "start the fight," one or more students may be guilty of fighting if they offer more than passive resistance against the instigator and aggressively attempt to harm the instigator. Students who are attacked by another

student can avoid violating this section by retreating or offering only enough resistance to avoid self-injury without inflicting harm on the instigator.

2. Intentionally Defying a Valid Request of a School Staff Member

This offense is often called “insubordination.” For the purpose of this code, it is defined as deliberate defiance or repeated refusal to comply with reasonable requests of school administrators, teachers or other personnel. Example of such reasonable requests are to disperse, identify oneself, be seated, be quiet, or report to assigned areas or rooms for disciplinary or educational purposes. No student shall be guilty of this offense for refusing to comply with a request of a school official which is not connected with the staff member’s official responsibility. For example, a student would not be guilty of this offense for refusing to put coins in a parking meter of a staff member’s personal vehicle not otherwise being used for school purposes.

However, whenever a student refuses to comply with a reasonable and valid request in a staff member’s official capacity, the student will be guilty of violating this section.

3. Intentionally Threatening another Person with Physical Injury or Property Damage

Students are guilty of a violation in this section whenever they use a threat intentionally to place or attempt to place another person in fear of physical injury or property damage.

4. Forcing other persons to Engage in Conduct which they have a Legal Right to Refuse to Do

Students violate this section whenever they compel or induce other persons to engage in conduct from which the latter has a legal right to abstain or compel or induce those persons to abstain from engaging in conduct in which they have a legal right to engage. Accordingly, this section not only prohibits a student from forcing another to participate in an activity, but also prohibits a student from blocking or forcing a student to forgo activity that is otherwise lawful. An example of the former might be a student who forces another student to provide answers to an exam. An example of the latter might be a student who forces another not to participate in a particular activity so that the first student has a better chance to make a team or otherwise succeed. The schools should be places which are free of this type of coercion, and this Code provides that such behavior is treated as a Type II disciplinary offense.

5. Disrupting the Educational Process in an Area larger than a Single Classroom

As mentioned above, disruption of a single classroom is recognized as a Type I disciplinary offense. On the other hand, students would be guilty of a Type II disciplinary offense if they disrupted the educational process in an area larger than a classroom. For example, if students were engaging in disruptive behavior in a corridor which disrupted the learning atmosphere in several classrooms, they would be guilty of this section. Other areas which might be considered larger than a single classroom would be a school auditorium where several classes may have gathered for an educational program, or school library where many students may be reading or studying. Since violations of the section disrupt the learning of more students than would be affected by disruption of a single classroom, the possible penalties are more severe.

6. Harassing Conduct, Including Physical, Written or Verbal Conduct, Directed at a Person because of His/Her Sex, Race, Ethnicity or Sexual Preference

Students violate this section where the behavior is intimidating, hostile, demeaning, or offensive. If the harassment included threats of violence, it would be flagrant and aggravated and Conduct would need to reflect severity.

7. Stealing, Damaging or Defacing School Property or the Property of Others

Generally speaking, students are guilty of violating this section whenever they damage, deface or take possession of school property, or the property of others, without the permission of the owner or person in legal custody of that property. This section also prohibits the taking of school property or the property of others through embezzlement or under false pretenses. In short, whenever students deprive a school or the true owner of the benefits of ownership of such property, they have committed a Type II disciplinary offense.

8. **Vandalism by Minors**

The parent/guardian of any minor / un-emancipated child, who willfully cuts, defaces or otherwise injures in any way any real or personal property belonging to the school district will be held liable for all such damages up to the maximum amount allowed by state law.

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability or the parent/guardian for damages done by minor child is in addition to any other liability which exists in law.

The parent/guardian of a minor child will also be held liable for all property belonging to the school system lent to the student and not returned upon demand of the school district. The student may also be subject to disciplinary action.

9. **Vandalism by an Adult Student**

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the school district. The student may be subject to disciplinary action.

10. **Violating Emergency Evacuation Regulations**

Students violate this section whenever they breach emergency evacuation regulations by talking, pushing, shoving, tripping, blocking doors or corridor lanes, committing acts interfering with the evacuation and smooth flow of traffic, or create a substantial rush of panic by preventing others from hearing evacuations during a fire, air raid or other emergency drill. Satisfactory evacuation procedures are essential to the safety of every student in the schools. Any student who takes these evacuation procedures lightly by interfering with them or by disrupting an actual evacuation drill shall be considered to have committed a Type II disciplinary offense.

11. **Recklessly Driving on School Property, in Parking Lots or in Areas Directly Adjacent to the School**

It is not only a violation of this code but a violation of state law to drive a motor vehicle in a reckless manner on any road, sidewalk, parking area or school property. Examples of such reckless driving would be driving at high rates of speed, racing or failing to observe pedestrian crosswalks.

12. **Being Found with Any Type of Paraphernalia Normally associated with the Use of Drugs: e.g. Tobacco Rolling Papers, Bongs, Clips, Pipes and Needles**

When such Paraphernalia is found in the possession of a student, it will be submitted to the police for analysis. If any analysis shows drug use or possession, the student will be charged with having committed a Type II disciplinary offense.

13. **Leaving School Building or Grounds Without Permission**

This section has the same concerns as Type I, number 3 - **Leaving a Classroom Without Proper Permission**. In leaving the school building or grounds without permission, the student places himself/herself in danger as well as increasing the opportunity for destruction of school and personal property.

14. Engaging in Inappropriate Sexual Behavior

Students have the responsibility to conduct themselves in a responsible, mature manner in the school and around the campus. Under this section, inappropriate sexual behavior will be defined as conduct which has the purpose or effect of having a negative impact upon the educational climate.

15. Possessing, Using or Being Under the Influence of Any Contracted Drug, Hallucinogenic Substance, Barbiturate, Amphetamine, Marijuana, Alcoholic Beverage or Intoxicant

The Code of Conduct Committee decided to separate the offense of possession, use, and being under the influence of drugs and alcohol from the offense of selling, possessing with intent to sell, giving or administering drugs and alcohol. The former is a Type II offense, while the latter is a Type III offense. This is not intended to indicate that the Committee believes the possession, use, or being under the influence of drugs or alcohol is not a serious offense. On the contrary, the Committee feels that this is one of the most serious offenses possible. However, there was also a belief that there are some occasions when it is not appropriate to treat possession for use, personal use, or being under the influence of drugs or alcohol as a Type III offense for which the principal must recommend expulsion. Because of the unique problem of drugs and alcohol dependency, there may be better strategies available than just recommending the student for expulsion. For this reason, the Committee decided to make possession for personal use, and being under the influence of drugs or alcohol a Type II offense. Obviously if there is any indication that the weight or amount of drugs exceeds the amount that could only be used by the individual student, then this becomes a Type III offense. Immediate referral for medical evaluation will be made whenever a student is found using or is under the influence of a drug.

As noted in the STUDENT HANDBOOK, the term “possessing” is defined as holding, carrying or storing a prohibited object or substance on or in a student’s body, clothing, hat, purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen or pencil or in any way or manner whatsoever holding, carrying, or storing a prohibited object or substance.

16. Using a Remotely Activated Paging Device or Cellular Telephone while in School or while attending Any School sponsored Function on or off School Property.

No student shall use a remotely activated paging device or a cellular phone (i.e. MP3, IPOD, Blackberry) during school hours. If students are found using such devices, the principal can confiscate and return the device at the end of the day.

17. Smoking On School Grounds/School Buses

State law prohibits lighting or carrying a lighted cigarette, cigar, pipe or similar items in any school area including school grounds. This code reinforces state law by prohibiting students from smoking in any area in the school or on school grounds. State law and this code also prohibit smoking during traveling on a school bus. For the purpose of this code, school buses shall be considered areas where smoking is not authorized. It is the policy of the Bridgeport Board of Education that there is no smoking, use or possession of tobacco in any form, anywhere in school buildings, on school grounds or at school-sponsored activities. Violations for this Type II offense also occur for the purpose of the Code whenever students possess matches, lighters or other items that promote combustion that are of no reasonable use to the student at school.

As noted in the STUDENT HANDBOOK, the term “possessing” is defined as holding, carrying, or storing a prohibited object or substance on or in a student’s body, clothing, hat,

purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen or pencil or in any way or manner whatsoever holding, carrying or storing a prohibited object or substance.

PENALTIES FOR TYPE II DISCIPLINARY OFFENSES

The CODE OF CONDUCT describes a series of penalties that may be imposed for committing Type II offenses. It cannot be emphasized enough that the penalties in this section, such as removal from class and suspension, require certain procedural safeguards, as described in Administrative Practice, page 8. Penalties may not be imposed unless those procedural safeguards have been provided to the student. The one exception is in emergency situations, discussed later in the HANDBOOK. It should be evident that the principal still has considerable discretion in dealing with Type II offenses. The principal may impose one or several of the penalties listed below.

1. The Student Will be Removed from Class if the Offense Took place During Class

See discussion above regarding penalties for Type I disciplinary offense and the section on Procedural Safeguards.

2. The Principal Will Request a Conference with the Student and Parent(s)

Under the Code of Conduct, a principal is required to request a parental conference with the student present whenever the student commits a Type II offense. There are two important points about this conference. First, the conference need not precede or replace other penalties which may be imposed for Type II offenses. Second, the principal is required only to request the conference; the conference need not take place if the student and parents or guardians decline the request. The principal should do what is reasonable to schedule the conference at a time and place that are convenient to the students and parent(s), but there is no requirement that the conference take place outside the school building or beyond the regular school hours.

3. The Student Will Repair, Restore, or Provide Restitution for Any Damaged or Stolen Property
Restorative justice principles involve those who have a stake in a specific offense in collectively identifying and addressing the harm done and the needs and obligations of all involved in order to heal and correct the situation as fully as possible. The Board encourages principals and administrators to adopt and implement restorative justice philosophies and practices as additional tools to address student misconduct.

For example, when in the course of committing a Type II disciplinary offense, a student damages or steals school property or the property of another, the principal is required to establish procedures so that the student might repair, restore, or provide restitution for the property. Students must learn the consequences of their behavior. A good vehicle for reinforcing that responsibility is to require that students do whatever is necessary so that the loss occasioned by their theft or damage is as minimal as possible.

The issue of whether the student should restore or provide restitution for stolen or damaged property is one that will have to be worked out between the student and the principal. The student and principal should also work out a timetable for accomplishing the repair or restitution.

Refer to Appendix D for further clarification regarding the goals of Restorative Justice.

4. **The Principal May Deprive the Student of School Privileges not to Exceed Five School Days**

The section above regarding the deprivation of school privileges is relevant here as well, with the exception that for a Type II disciplinary offense such deprivation may last five school days rather than three school days as imposed for a Type I disciplinary offense. Before this penalty may be imposed, the student must be informed of the reasons for the action and given an opportunity to explain the situation.

5. **The Principal May Require the Student to Serve Detention**

This penalty is normally called detention. It may be imposed for a Type II disciplinary offense at the discretion of the principal, provided the charges are stated to the student and the student is given an opportunity to explain the situation. If detention is unlikely to have any substantial impact on the student's behavior or is disadvantageous for other reasons, such as a student's dependence on school transportation, then the principal may decline to impose detention. However, rather than foregoing detention simply because a student plays a sport or has a job after school, the principal may consider requiring the student to report to school before the beginning of the school day.

6. **The Principal May Refer the Student to Law Enforcement Officials or to School Security Staff, the In-School Program, and/or the Community Counseling Program**

(ATTN: Student developmental level should be taken into consideration) In so far as many of the Type II disciplinary offenses may also constitute violations of the state criminal law, principals have the option of referring students who have committed Type II disciplinary offenses to local law enforcement officials and/or to the school security staff. When, in the opinion of the principal, the student has committed a criminal act, the principal should seriously consider referring the student to law enforcement or school security personnel. While such referral is not required by this Code, principals should exercise caution when they fail to report activity that is clearly in violation of the state criminal law. School officials will respect confidential communication as defined in Connecticut General Statutes 10-154a in matters concerning drug violations.

7. **The Principal May Suspend the Student or, in the Event of Repeated, Aggravated, or Flagrant Offenses, May Recommend the Student for Expulsion**

Under this Code suspension is an optional penalty for Type II disciplinary offenses and may be imposed at the sole discretion of the principal if all procedural safeguards have been observed.

For repeated, aggravated, or flagrant Type II disciplinary offenses, the principal has the additional option of recommending the student for expulsion. This recommendation may be made within the sole discretion of the principal, as long as all procedural safeguards are observed. The procedural safeguards for an expulsion are more elaborate than those for suspension. For example, a student is entitled to written notice of the charges, a formal hearing before the Bridgeport Board of Education or its Hearing Officer where the student has the right to question live witnesses, and a written decision within 10 days of the hearing. A recommendation for expulsion will be made only with the concurrence of the Superintendent or his designee. The full details of the suspension procedures are discussed later in this STAFF MANUAL.

It will not always be easy to determine when an offense is aggravated or flagrant. Generally speaking, a Type II offense is aggravated or flagrant if it is done with outrageous and conspicuous disregard for the safety of others.

8. In the Case of Possession of Drugs, the Principal May Recommend Interventions as Outlined in the Bridgeport Public Schools, Code of Conduct, Staff Manual

Refer to pages **40** through **41** for specific situations. Recommendations may include disciplinary actions and/or referral to support services.

9. Referral to Counseling Interventions with support staff.

Schools are often the first to identify children who are experiencing severe emotional, behavioral, or family problems, and when such needs are identified, school staff can make referrals for children's mental health services, truancy intervention and behavior concerns.

The Student Assistance Team (SAT) of administrators and support staff will meet and review the child's situation before making a referral. In many instances, the school-based team will meet with the parent(s) at school to describe the services that are available and attempt to engage the parents in a voluntary case plan.

10. Re-focus Room

When students break the Code of Conduct, an opportunity to learn from their mistakes may be employed as a re-focus room will be used as a way to help a child solve a problem and develop new skills. One of the goals will be to help students learn alternate behaviors. For example, students will have an opportunity to reflect on what they did and why, they will develop and understand alternate behaviors and they will develop a sense of personal goals. The three main components of the focus room will be Academic, Process-Oriented, and Social-Emotional. These three components will work together to help students develop the skills they need to be successful in school.

TYPE III DISCIPLINARY OFFENSES

Type III disciplinary offenses are the most serious of the three categories of offenses described in the STUDENT HANDBOOK. Generally speaking, these offenses are the malicious or dangerous kind of behavior deserving the most intensive measures. A more complete description of each of the Type III disciplinary offenses are presented below:

1. Threatening Staff or Using Threats or Force to Make Other Persons Give Up Money or Property they have a Right to Possess

This is commonly known as extortion. State law defines extortion as “obtaining property through coercion or by means of instilling fear that if property is not delivered the person will cause physical, property, or reputational damage.” Connecticut General Statutes § 10-233d. Moreover, the Bridgeport Board of Education has a zero tolerance for student threats to staff.

2. Stealing School Property or the Property of Others by Using Force Against Another Person

This differs from the Type II disciplinary offense Nos. 6 and 10 by including the use of force within the definition. Neither of the aforementioned Type II disciplinary offenses requires that the student actually use force to obtain school property or the property of others. Accordingly, whenever a student actually engages in the use of force to take school property or the property of others, it becomes a Type III disciplinary offense. The mere threat of force or the stealing of property without using any force is treated as Type II disciplinary offenses. However, whenever the student uses actual force to steal school property or the property of others, it must be treated as a Type III disciplinary

offense. Of course, there may be some situations, particularly in the elementary and middle schools, where the principals, in their discretion, may decide that the offense does not rise to the level of a Type III offense. For example, if one student grabs another student's pencil or lunch bag, it might strictly speaking, be a Type III offense. However, it is certainly within the discretion of the principal to conclude that these events do not involve the type of force intended to be punished as a Type III offense.

3. **Causing Serious Injury to Another Person**

Whenever a student intentionally causes another person serious injury, the student has committed a Type III disciplinary offense. The term "serious injury" is, of course, open to some interpretation. However, any injury should be considered serious whenever it causes the injured person to miss one or more days of school or causes a temporary or permanent impairment of one or more major life functions. Besides the requirement of serious injury, the key element in this offense is intent.

That is, a student would not be guilty of offense under this section if serious injury were the result of an accident or severe weather. For example, if the students had no intent to cause another person serious injury, then they would not be guilty under this section. Intent is a difficult matter to prove, but if, based upon the preponderance of the evidence, school officials find that the student did intentionally cause serious injury to another person, and then punishment under Type III would be appropriate.

4. **Starting a Fire or Causing an Explosion with Intent to Damage School or Personal Property**

This is commonly known as the crime of arson. Again, intent is a critical element in proving this offense. However, if based on the preponderance of the evidence, school officials conclude that the student started a fire or caused an explosion with the intent to destroy or damage the building or school or personal property, the student may be punished under this section.

5. **Possessing or Transmitting Any Firearm, Knife, Explosive, or Other Dangerous Object of No Reasonable Use to the Student at School**

Except as hereinafter noted, no weapons or dangerous instruments shall be permitted on any school premises, in, about or on school buses, nor at any school-sponsored activity, on or off school premises, except that police officers may carry weapons in performance of their duty. Further, weapons or dangerous instruments may be brought to school by persons licensed to carry such only when authorized by the principal when it pertains to an educational activity scheduled by the administration. In these instances the weapons must be cased, and the Superintendent's office must be informed prior to the event.

A student commits a violation of this section by possessing or transmitting, for example, a firearm, an explosive device, a sling shot, an air rifle, a BB gun, firecrackers, a choke collar, a pocket knife, a roll of coins, or any other dangerous object. The presumption is that none of these objects are of any reasonable use to the student at school. Accordingly, unless the students can demonstrate some reasonable purpose for the possession or transmission of such objects, then they will be in violation of this section. The term "possessing" is defined under No. 13 of Type II.

Furthermore, a student commits a violation of this section by possessing or transmitting a deadly weapon as defined in Connecticut General Statute's section 53a-3 while at school, traveling on a school bus, or at a school sponsored activity. Connecticut General Statutes § 53a-3 defines a deadly weapon as any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. The presumption is that none of these objects are of any reasonable use to the student at school. Accordingly, unless the students can demonstrate some reasonable purpose for the possession or transmission of such objects, they will be in violation of this section.

Middle and High School Students

In any case where a student has been found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, follow the procedures outlined in the Code of Discipline.

Elementary School Students

In those cases where a student is found to possess a weapon or dangerous instrument which by law requires a mandatory expulsion, the principal will review the case with a team consisting of the child's teacher and Pupil Services' staff to assess the child's development age and determine whether or not the child was capable of understanding the severity of his/her actions and the ramifications of the weapons and regulations. If the child is deemed to be capable of understanding, he/she will be referred to the Superintendent of Schools for expulsion as demanded by law. The findings of the team will be utilized to determine the recommendation for the terms of expulsion and/or suspension. If the child is deemed not capable, the administration will recommend a developmentally appropriate consequence.

6. **Selling, Giving, Possessing with Intent to Sell or Administering to Someone of Any Controlled Substance or Drug, Hallucinogenic Substance, Barbiturate, Amphetamine, Marijuana, Alcoholic Beverage, or Intoxicant. Prescribed Drugs may be Administered by School Nurse or Designee**

This section should be self-explanatory. If students are required to take prescription drugs during school hours, they should report to the school nurse before school and make arrangements to have the prescribed drug administered. If there is no nurse in the school, the students should report to the principal's office, and a staff member will be designated to administer the prescribed drug.

7. **Engaging in Violent Conduct that Intentionally or Recklessly Causes Physical Injury or Substantial Property Damage**

Violent conduct would include rioting or engaging in fighting or other tumultuous or threatening behavior in the school. When such conduct either intentionally or recklessly causes physical injury or substantial property damage, the student perpetrator will be guilty of a violation of this section. Behavior of this nature would be considered reckless if it is likely to cause physical injury or substantial property damage even though the student may not specifically intend to cause physical injury or substantial property damage. When such injury or damage is reasonably foreseeable as a result of the violent conduct, then the student would be guilty of a violation of this section even though intent was not present or could not be proved.

8. **Physical or Sexual Assault on Another Person, any School Staff Member, or Volunteer**

For the purpose of this Code, assault means a physical attack on another person with intent to cause harm. **Refer to page 28 regarding assault to a staff member.**

9. **Sounding or Reporting a False Emergency Alarm**

Students would violate this section if they set off a false alarm or falsely report or warn of fire, explosion, crime, or other emergency that could require closing or evacuation of the school for any period of time. It is not necessary that such closing or evacuation actually occur. Rather, it is a violation of this section to sound an alarm or falsely report a crime or other emergency of this type, which, if it were actually to occur, would result in the closing or evacuation of the school.

10. **Hazing**

Hazing is defined as any form or type of physical, verbal, and/or emotional mistreatment, abuse, and/or harassment of a student in connection with a student's participation in or membership on an interscholastic athletic team or in any school-sponsored activities, and/or forcing, coercing or intimidating any student to participate in any illegal or inappropriate activities in connection with the student's participation or membership in the foregoing. Hazing is prohibited whether it occurs during, prior to or after the season or school day.

PENALTIES FOR TYPE III DISCIPLINARY OFFENSES

In all type III offenses the principal will convene a meeting with the school team that consists of the child's teacher and pupil services staff to assess developmental age and determine appropriate consequences. If the child is deemed not capable of understanding his/her actions and ramifications, the administration will recommend a developmentally appropriate consequence. **The following are samples of Type III consequences:**

1. **The Student Will Be Removed From Class if the Offense Took Place During the Class**
This penalty is discussed above in connection with Type I and Type II disciplinary offenses.
2. **The Student Will Repair, Restore, or Provide Restitution for Any Damaged or Stolen Property**
This penalty is discussed above in connection with Type I and Type II disciplinary offenses.
3. **The Principal Will Refer the Student to Law Enforcement Officials and/or to the School Security Staff**
This penalty is discussed above in connection with Type II disciplinary offenses.
4. **The Principal Will Recommend the Student for Expulsion**
Under this section, if the student commits a Type III disciplinary offense, the principal may recommend the student for expulsion, but if there is a reason to believe the pupil was in possession of a weapon on school grounds or at a school-sponsored activity, the principal shall recommend the student for expulsion. As mentioned above, students may be expelled only after a hearing before the Board of Education or its Hearing Officer. The Superintendent or his designee must concur in any recommendation for expulsion. The procedural due process which accompanies expulsion is explained in greater detail in the following section on "Procedural Safeguards."

A student may be excluded from school pending the hearing before the school board provided that the procedures for a suspension have been followed. However, in accordance with Connecticut Statutes, such a suspension may last no more than 10 school days.

This Code of Conduct establishes that the Board of Education or its Hearing Officer will conduct an expulsion hearing within 10 days after receiving the expulsion recommendation. If this schedule is followed, there should rarely be a case where a student who has been suspended pending an expulsion hearing may return to the school before the expulsion hearing is held.

A more difficult situation would arise if the student has already been suspended 10 times or 50 days, whichever comes first, in the school year at the time the principal recommended the student for expulsion. Under Connecticut Statutes, such as a student may not be suspended again until the expulsion hearing has been held. There are three suggestions for dealing with this situation. First, if careful records of student suspensions are kept, the principal should be able to avoid ever making an expulsion recommendation for a student who has already been suspended 10 times or

50 days in the school year. Second, if a principal does make a recommendation for expulsion of a student who has already been suspended up to the statutory limits, the Board of Education or its Hearing Officer may be requested to expedite the schedule of the expulsion hearing. However, care must be exercised so that the student and his parents receive adequate notice of the expulsion hearing. Third, if the student's alleged offense has created an emergency so that the continual presence of the student poses a danger to persons or property or a disruption of the educational process, then under such circumstances the student may be excluded pending the expulsion hearing, even though the usual term for suspension has been exceeded. This course of action should be utilized only where an emergency exists. However, whenever a principal in consultation with central office staff has factual basis for concluding that, even though a student has already reached the statutory suspension limits, the student poses a substantial threat to safety in the school, the student shall be excluded pending the expulsion hearing. "Such hearing shall be held as soon after the suspension as possible" in accordance with the requirements of section 10-233c of the Connecticut Education Laws.

In cases where a staff member is assaulted, the student may be reassigned to a different school.

5. The Principal May Suspend the Student and/or Recommend the Student for Expulsion. Students Who Engage in Type III Misconduct may be Expelled by the Board of Education or its Hearing Officer

6. The Principal May Deprive the Student of School Privileges for a Period not to Exceed 10 School Days

This section is relevant here as well as in Type I and Type II disciplinary offenses, Whereas a Type I disciplinary offense may result in 3 school days deprivation of school privileges, and Type II disciplinary offenses may result in 5 school days, for Type III disciplinary offenses, the seriousness of the offense may warrant a longer penalty time up to 10 school days. Before this penalty may be imposed, the student must be informed of the reasons for the action and given an opportunity to explain the situation.

DRUG OFFENSES AND WEAPONS

Pursuant to Connecticut Statute, students who are in possession of a firearm on school grounds or who use a dangerous or deadly weapon in the commission of a crime or offer for sale or distribution illegal drugs on or off school grounds shall be excluded for one calendar year. The Board of Education or Hearing Officer may modify the length of the expulsion on a case by case basis. **The Bridgeport Board of Education has a zero tolerance policy for students who are in possession of a firearm and/or dangerous or deadly weapon. Any student who threatens a staff member or assaults any student or staff will be subject to expulsion. (See exception Type III offense #5 Elementary Student)**

Firearms include any weapon or part of a weapon that may be capable of expelling a projectile by explosive action, including guns, pistols, facsimile weapons and BB guns, and any destructive device, including explosive or incendiary devices, bombs, grenades, rockets, or fireworks. Deadly and dangerous weapons include any device capable of causing death or serious bodily injury and not approved for school use, including knives, stun guns, box cutters, and martial arts weapons.

OFF-SCHOOL PROPERTY MISCONDUCT

Students are subject to Conduct up to and including suspension and expulsion, for misconduct of the types set forth in the Handbook's DISCIPLINARY OFFENSES, even if such misconduct occurs off school property and during non-school time, as outlined below.

Such disciplinary action may result when:

1. The incident was initiated in the school or on school grounds, or occurred during a school sponsored activity or while waiting for or receiving transportation.
2. The incident occurred or was initiated off school grounds and non-school time; if after the misconduct is seriously disruptive of the educational process in that it markedly interrupts or severely impacts the day-to-day operation at the school.
3. The student used or possessed a firearm or used a deadly or dangerous weapon in committing a crime off school property.
4. The student offered for sale or distributed to another person any illegal drug off school property.

In making a determination as to whether the off school misconduct is seriously disruptive of the educational process, the Board or its Hearing Officer may consider:

- a. the proximity to the school
- b. involvement of other students or gangs
- c. the use of violence or weapons, and any injuries
- d. involvement of alcohol
- e. **cyber bullying**
- f. any other relevant factors

ANY CONDUCT TO BE IMPOSED FOR OFF-SCHOOL MISCONDUCT WHICH MAY RESULT IN EXPULSION MUST FIRST BE APPROVED BY THE APPROPRIATE ASSOCIATE OR ASSISTANT SUPERINTENDENT.

OTHER RULES RELATED TO CONDUCT

Searches

All lockers and desks are the property of the Bridgeport Board of Education, and their use by students is a privilege. Students shall not place, keep, or store in their lockers or desks any firearm, knife, explosive, or other dangerous object, or any other items prohibited in the Code of Conduct Student Handbook. Students

shall not have any exception of privacy relative to the contents of their lockers or desks. Accordingly, school officials retain the right to open and search lockers and desks at any time to enforce school policies, rules, regulations, or for any other reason.

In schools where locks are the property, no lock shall be used on any locker except the lock provided by the school. All such locks remain the property of the Board of Education and may be opened at any time by school officials in accordance with this policy. In schools where students provide their own locks, this shall not create any reasonable exception of privacy in the contents of their lockers, as all such lockers may be opened at any time by school officials in accordance with this policy.

School officials may search students or their belongings when there is a reasonable suspicion for believing that the student is in possession of an object or substance listed as prohibited in the “TYPE II or TYPE III DISCIPLINARY OFFENSES” sections of the Code of Conduct Student Handbook. Any search may include the use of electronic and/or mechanical devices.

Confiscation

If, in the course of a valid search (see above) or while conducting other legitimate school business, school officials observe any object or substance prohibited by this Code, they shall confiscate that object or substance.

Reporting Crimes to the Police

It is the policy of the Bridgeport schools not to shelter students from the police when a violation of Connecticut criminal laws has occurred. Accordingly, whenever school officials become aware of a criminal conduct in the schools, they will notify the police and the parent(s).

Physical Force

School personnel may use reasonable and prudent physical force upon a student when necessary to:

1. Protect themselves or others from immediate injury.
2. Take a dangerous instrument or illegal drugs away from a student.
3. Protect property
4. Restrain or remove a student to maintain order.

Cheating

All forms of cheating are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating. Consequences of cheating shall be academic in nature unless repeated incidences require disciplinary action.

ATTENDANCE

The Bridgeport Board of Education is committed to working with students and their families to promote regular attendance, which, in turn, encourages personal growth by preparing the student to accept similar responsibilities in the world outside of the high school setting. The attendance regulations are designed to

help students to understand that the benefits of regular attendance will be gained through responsibility and commitment.

High school students must be present in school for a minimum of 160 days to receive graduation credit (toward the 225 credits required for graduation from high school) for full year courses and for a minimum of 80 days for semester courses at the high school level.

Students who do not meet this minimum requirement may appeal their loss of graduation credit to an Attendance Review Team comprised of administrators, teachers and student support staff. The Team will review the student's attendance record and may consider reasons for absences such as the following:

- a) Medical problems (documentation may be required; an attempt to schedule doctor appointments after school is accepted).
- b) Family emergencies
- c) Court appearances
- d) Death in the family
- e) College interviews or visits
- f) Religious holidays
- g) Other specific excuses such as serious medical illness or other serious extenuating circumstances dependent on the judgment of the building administrator.

Students in Grades K-8 are mandated by the Connecticut legislature to have no more than 20 unexcused absences in any school year. Students who exceed that number shall be referred to Juvenile Court as required by state law. In addition, parents of those students with more than 20 unexcused absences may be referred to the Department of Children and Families (DCF) for educational neglect.

High School Summer School Program

Students will be permitted to attend summer school if they have been in attendance a minimum of 150 days for full year courses and 75 days for semester courses. **Students who do not meet this minimum requirement may appeal their loss of summer school enrollment to the Attendance Review Team.**

Class Cutting

It is imperative for students to be present in class in order to benefit from the process of teaching and learning. It is the student's responsibility to be present for every class when present in school. The following regulations are intended to promote the development of this responsible attitude:

- a) A class cut is a day's absence from class.
- b) A class cut to study period will be referred within one day to the administrator for the appropriate action.
- c) The classroom teacher will refer any class cut in excess of two in the marking period to the administrator.
- d) Five points will be deducted from the student's grade for each of the first three class cuts in a marking period. High school students will lose course credit for classes in which they have three or more cuts.
- e) High school students who lose course credit in a class due to excessive class cuts will be given the option of agreeing to a contract that will allow passing grades to be restored if they do not cut that class for the remainder of the school year. This contract must be in force prior to May 1 of each school year

Any Conduct imposed on a student as a result of class cutting will be accomplished in a manner consistent with procedural safeguards described elsewhere in this manual; for example, a suspension may be imposed for class cutting only if the student is offered the opportunity for an informal hearing.

Tardiness

Tardiness to school is a serious concern. Consistent with the tenets of Positive Behavior Support (PBS) it is our belief that the most effective way to change student behavior is to reinforce and maximize appropriate conduct such as coming to school on time. The following procedures and guidelines have been developed in support of this goal:

Tardies to Class

- 1. Tardies to class will be managed by classroom teachers. Three tardies to an individual class during the marking period may result in the student's referral to the administration for further disciplinary action.**
- 2. Any student entering class unexcused after ten minutes will be given a class cut.**
- 3. Each marking period is to be considered a separate entity.**

Tardies to School

- 1. Tardies to school will continue to be an administration responsibility. If students are tardy to school, the administrator will offer intervention programs such as referrals to the guidance counselor and before-school or after-school detention. If these programs do not improve the student's attendance, the principal may make a referral to the Student Assistance Team.**
- 2. Students who come to school 45 minutes after the start of the school day will be required to be accompanied by a parent or guardian or the parent or guardian must telephone the school or provide a written note. If contact is not made with the parent, the student will be admitted to school but subject to disciplinary action by the administrator. Chronic tardy behavior must be referred to the Student Assistance Team.**

ATTENDANCE PROCEDURES

1. Students who are tardy must report to the administrative office first and their homeroom teacher will be notified of their presence through the administrative office.
2. In the case of an absence, parents or guardians must call their child's school on the day of the absence – no later than 10 a.m.
3. In the event of no notification of absence by the parent or guardian, the school will make a reasonable attempt by phone to contact the parent or guardian at home or work concerning the student's absence on the day of the absence.
4. On the morning a student returns to school, it is expected that the student will bring a written note signed by a parent/guardian with the reason for the absence(s). (Without a note, all absences become unexcused absences).
5. Each school must alert parents to the possibility of failure because of a serious absence record.
6. Staff will immediately notify the office with any question concerning a child's absence, especially when the staff, or another student, may recall seeing the child at school or on school grounds.
- 7. Every effort should be made to make appointments for students after school hours. No child will be dismissed early without prior written notification to the school with approval of the administrator.**

Principals must inform all parents/guardians, via a letter, of the above attendance procedures. That letter must be signed by the parent/guardian, and returned back to school.

The letter must also request that a parent/guardian include updated emergency information on each child, i.e. where parents work, home address, current home telephone number, work telephone number, cell phone number, pager, as well as the names of individuals who will be picking up student(s).

ATTENDANCE MONITORING PROCEDURE

The process of gathering information and attempting interventions must begin at the student's 4th unexcused absences and must continue until the student has accumulated 20 unexcused absences. When students between the ages of 7 and 16, accumulate 20 unexcused absences, a Family with Service Needs Referral must be filled and submitted to the Assistant Superintendent for Youth Development.

The following benchmarks should be followed:

- | | | |
|----|-----------------------------------|---|
| a. | 4 unexcused absences in one month | phone call to parent and letter sent home |
| b. | 6 unexcused absences | 1 st home visit; 1 st parent conference |
| c. | 8 unexcused absences | phone call to parent, letter sent home |
| d. | 10 unexcused absences | parent conference, SAT referral, case manager assigned |
| e. | 12 unexcused absences | 2 nd home visit; phone call home |
| f. | 15 unexcused absences | PPT referral indicating truancy concerns |
| g. | 16 to 19 unexcused absences | phone call home each day student is absent |
| h. | 20 unexcused absences | FSWN/DCF referral filed |

Completion of Class Work

The Code provides that any student who is suspended from school has the opportunity to complete class work missed during the suspension. However, it is the student's responsibility to request assignments for the missed class work. Teachers do not have the responsibility of seeking out the students who have missed class work as a result of suspension to give them the assignments. In addition, students must complete all missed class work within two weeks after returning to school.

DAILY PROCEDURES FOR TAKING ATTENDANCE

In order to provide efficient attendance monitoring, a computerized student information system (SASI or a comparable system) will be used for all aspects of student attendance. At each benchmark listed in our Code of Conduct entries will be made in the student information system to document our monitoring procedure.

For Daily or Period Attendance

- 1. Teachers will take attendance in SASI using ClassXP to enter absences and tardies. Even if there are no absences, a teacher must log into Class XP and complete the steps of taking attendance, just not marking any students absent or tardy.**
- 2. Students who are tardy (10 minutes after the official start of school time) must report to the administrative office first to sign in and receive a pass for classroom entry. Teachers should not allow student entry into the class without a late pass. Administrative office personnel will be responsible for changing absences to tardy in SASI.**
- 3. On the morning a student returns to school, it is expected that the student will bring a written note signed by a parent/guardian with the reason for the absence(s). Without a**

note, all absences will be considered unexcused absences. Upon approval by the school administrator, administrative office personnel will be responsible for changing unexcused absences to excused absences in SASI.

- 4. At 9:30 Phone Master will begin to access the data in SASI from each school and generate phone calls home to notify parents that their student is not in school.**
- 5. A list of teachers who have not taken attendance will be sent via email to each school principal at 9:45 a.m. (An absent teacher will appear on this list.)**
- 6. If a teacher is absent from school, administrative office personnel will be responsible for entering attendance into SASI.**

For Students with Truancy Issues

On Page 4 of the Student Atom in SASI, there are fields that correspond to benchmarks outlined in the Code of Conduct regarding students with excessive absences. It is in these fields that staff will indicate actions taken.

- 1. Teachers will call parents after four and eight unexcused absences in one month. Teachers will be required to enter the date when they called and use the drop down menu to indicate to whom they spoke. The status field will be set by the teacher to designate if the issue was resolved or not.**
- 2. Letters will be sent home at six and eight cumulative unexcused absences. The principal will designate Home school coordinators, office staff or high school attendance officers to send letters at each benchmark and enter their mailing dates in SASI.**
- 3. Principals will authorize home school coordinators, clerical personnel or designated attendance officers to provide truant officers with the names of students who require home visits as indicated in the Code of Conduct, at six and twelve cumulative unexcused absences. Home Visit results must be entered into SASI by the person making the visit.**
- 4. SAT referrals will be made by the teacher after 10 unexcused absences. The date SAT referral was made must be entered into SASI by the person making the referral. Phone calls and documentation in SASI at 12 absences and beyond will be the responsibility of the SAT Case Manager assigned.**
- 5. PPT referral will be made indicating truancy concerns by the SAT team after 15 unexcused absences.**
- 6. After 20 unexcused absences attendance officers or guidance personnel will file FWSN/DCF referrals. Submission date of the FWSN/DCF will be entered into SASI by the administrative office personnel.**

UNIFORM POLICY

All students in grades PK-8 are required to wear mandatory uniforms. School uniforms can promote school safety, improve discipline, and enhance the learning environment.

It is the responsibility of parent/legal guardian to ensure that their child/children dress in compliance with the uniform requirements. School administrators and teachers are to use positive reinforcement to obtain compliance with school attire requirements. Failure to follow the school attire policy will result in the following consequences:

- (1) First Offense: Verbal counseling and notification to parent/legal guardian.**
- (2) Second Offense: Written warning and notification to parent/legal guardian.**
- (3) Third Offense: Written warning and a mandatory meeting between the Principal and the parent/legal guardian to explain School Attire Policy and obtain compliance.**
- (4) Fourth and Subsequent Offenses: At the principal's discretion, attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. The principal will refer to Type I offense.**
- (5) The principal of each school will provide standardized letters to be utilized for student warnings and notifications to parent/legal guardian.**
- (6) There will be a one-time grace period of 21 days at the start of the 2009-2010 school year, during which current enrolled students will not be disciplined for failing to wear the mandatory uniform clothing. Any student transferring into the Bridgeport School District from another school district during the course of a school year will also be allowed the same grace period. During this grace period, students will be encouraged to obtain and wear clothing that meets the uniform requirements. After the completion of this one-time grace period, the foregoing disciplinary procedures will go into effect to address any continuing non-compliance.**

Mandatory School Uniform for students in grades PK-8:

- PANTS – Navy or Tan dress or (Dockers) trouser style pants must be worn with a belt at the waist. Jeans are prohibited.**
- SKIRTS, JUMPERS OR SKORTS – Navy or Tan, must be knee level or longer. Blouse or polo shirts must be worn under the jumper. Jeans are prohibited.**
- SHORTS – Navy or Tan knee length or (Dockers) trouser style shorts. Shorts must be worn with a belt. Jeans are prohibited.**
- SHIRTS – White plain collar polo shirt, dress shirt, long or short sleeve. Two additional colors may be selected by each school's leadership team. Shirts must be tucked into pants. Schools have an option to create a school logo. Logos must be reviewed by the Superintendent or his/her designee and recommended for approval by the Board of Education. Schools that already have a logo must send it to the Superintendent or his/her designee for review and documentation.**

- **SWEATSHIRT OR SWEATERS** – Can be pullover or zippered, solid colors of Navy or Tan (no patterns, hoods, decorations, or wording.) Individual schools may choose an additional authorized color for sweaters, vest or blazers.
- **SHOES OR SNEAKERS** – Shoes are strongly recommended over sneakers, however, white and black sneakers are permitted. Laces on shoes or sneakers must be tied.
- **PHYSICAL EDUCATION DAY ATTIRE** –Students may wear sweats to school on scheduled physical education day. School approved t-shirts and shorts are permitted. Physical Education attire colors will be chosen by individual schools.
- Refer to “Dress Code” section regarding further restrictions

Exceptions for Designated Days or Events

Each school principal may designate specific days or events during which deviations from the approved uniform will be permitted.

Religious and Health Accommodations

When the bona fide religious beliefs or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. The parent/legal guardian of any student desiring uniform policy exceptions will notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student’s bona fide religious practices or beliefs will not be prohibited under this policy. A medical documentation will be required for health accommodations. The procedures for exemptions are in the following paragraph.

Procedures for Exemption

Parent/legal guardian may request an exemption from a mandatory school uniform program for medical or religious reasons. A request for an exemption must be made within ten (10) operational days of the beginning of the school year or within ten (10) operational days of being enrolled in any given school for the first time. The term “operational days” is defined as days when school is in session.) Medical exemption requests must be signed by a medical doctor. School principals will provide further information on exceptions. A written request for an exemption must be submitted to the school principal using the Application for Exemption Form that can be obtained from the school.

The school principal or his/her designee must meet with the parent/legal guardian within five (5) school days. The principal will discuss the Bridgeport School Uniform policy and verify the accuracy of the information on the Exemption form. The parent/legal guardian will be notified in writing of the outcome of the conference within three (3) school days. A copy of said notice that the application has been granted or denied shall be attached to the application. The application shall also be initialed by the principal and a copy of the initialed application and the notice sent to the parent/legal guardian shall be forwarded to the Superintendent or his/her designee.

The Superintendent or his/her designee will affirm or deny the principal's decision. If the parent/legal guardian does not agree with the decision, they have a right to appeal to the Board Policy Committee within five (5) school days. Consideration will be reviewed case by case.

Clothing Assistance

It is the policy of the Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Board's Attire Policy. Any student for whom compliance with the school attire policy poses a bona fide financial burden may submit a written request for clothing assistance to their school principal specifying the clothing needed together with a statement of financial need. The Superintendent will provide principals with standardized forms to be completed by parent/legal guardian seeking clothing assistance. School principals or their designees will assist families in financial need to obtain clothing that complies with the school attire policy. In meeting requests for assistance, principals or their designees will consider community resources such as clothing or financial donations from corporations, members of the community, local businesses, parent organizations, and charitable organizations; clothing discounts from local merchants; and providing additional time for a student to obtain clothing that complies with the School Attire Policy.

Violation of the mandatory uniform policy is a Type I Offense

DRESS CODE

The dress code is specific to all students, but particularly to students in grades 9-12.

It is the responsibility of all students and their parents to ensure that students wear appropriate school dress. Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, obscene, offensive language, **or symbols**), causes distraction or disruption of the learning environment (e.g. gang insignia), advertises or advocates the use of alcohol or drugs, or is pornographic, libelous or inherently likely to upset others is prohibited.

In furtherance of the security, safety and educational interests of the schools, the following are among clothing which may not be worn in school

- Coats (designed for outdoor wear)
- Halters/bare midriff
- Hats/headwear
- Head or face coverings
- Transparent clothing
- Pants with undergarment showing
- Any non-prescription eyewear

Further, where the bona fide religious practices or beliefs or health needs of the student conflict with the above, the school will provide reasonable accommodation upon written request to the principal.

Violation of the Dress Code is a Type I Offense

HAZING POLICY

I. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. Statement of Policy/Definition

Hazing in any form is prohibited. Hazing is regarded as a Code of Conduct Type III offense and will subject the student to Conduct appropriate for Type III offenses. In addition, students should be aware that hazing can also constitute a violation of Connecticut Criminal Statutes as a form of assault and can make the student liable for arrest and prosecution, as well as for civil liability.

Hazing is defined as any form or type of physical, verbal, and/or emotional mistreatment, abuse, and/or harassment of a student in connection with a student's participation in or membership on an interscholastic athletic team or in any school-sponsored activity and/or forcing, coercing or intimidating any student to participate in any illegal or inappropriate activities in connection with the students' participation or membership in the foregoing. Hazing is prohibited whether it occurs during, prior to or after the season or school day.

III. Responsibilities of Coaches/Advisors

Attached is the Bridgeport Board of Education Hazing Policy, which will be included in the Code of Conduct. Compliance with this policy is a mandatory requirement of participation in interscholastic athletic activities and school-sponsored activities. Coaches or advisors are required, prior to the commencement of the season/activity, to meet with team/club members and assistants. Coaches are responsible for ensuring player/member and assistant coach/advisor compliance with this policy.

In the event that a coach becomes aware of any violations of this policy, he/she must immediately notify the Director of Athletics and/or the school principal.

Your failure or the failure of assistant coaches/advisors to ensure total compliance with this policy may result in conduct, up to and including termination. In addition, coaches/advisors should be aware that hazing in its various forms often constitutes violation of Connecticut Criminal Statutes, on the basis that activities regarded as hazing constitute some form of assault and/or participation in other illegal activities. Accordingly, knowingly allowing any such hazing activities to exist, and/or condoning of such activities, may result in personal liability for criminal or civil sanctions.

IV. Training

The Director of Athletics will meet with all coaches prior to the season to review the hazing policy. All coaches will receive copies of the policy. The school principal will meet with all teachers at the beginning of the school year, and at other times when appropriate, to review the hazing policy. All teachers will receive a copy of the policy.

V. Reporting Procedures

- i. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to the school principal and Director of Athletics. The building principal and the Director of Athletics are the persons responsible for receiving reports of hazing at the building level.
- ii. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

VI. School District Action

- i. Upon receipt of a complaint or report of hazing, the school district shall immediately undertake an investigation.
- ii. Upon completion of the investigation, the school district will take appropriate action, if warranted, in accordance with the Bridgeport School District's Code of Conduct and/or District policies and/or procedures.

BULLYING

As the Bridgeport schools are committed to providing an educational environment where the rights and dignity of all students are respected, any acts of bullying by one or more students against another are prohibited. This included any physical or verbal conduct which is demeaning, intimidating, hostile, or which could result in physical or emotional harm to another student.

Bullying means “any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity or a school bus, which acts are committed more than once against any student during the school year.”

Bullying generally involves a real or perceived imbalance in power between the bully and the victim. These behaviors, which are prohibited, include:

- Physical violence and attacks
- Verbal taunting, name calling and put-downs
- Threats and intimidation
- Extortion or stealing of money or property
- Exclusion from peer group
- Racially, ethnically, or gender based abuse

Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.^[1] **Cyber-bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender, but it may also include threats, sexual remarks and hate speech. Though the use of sexual remarks and threats are sometimes present in cyber-bullying, it is not the same as sexual harassment and does not involve sexual predators.**

Cyber-bullies may disclose victims' personal data (e.g. real name or workplace/schools) at websites or forums, or may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber-bullies may also send threatening and harassing emails and instant messages to the victims. Some may post victims' photos, or victims' edited photos which may include defaming captions or pasting victims' faces on nude bodies.

www.cyberbullying.org -conceived of, and created by Bill Belsey, creator and facilitator of www.bullying.org

Intervention by a staff member

School district employees who become aware of an act of bullying will take immediate and appropriate steps to intervene. If the intervention threatens their personal safety, they should immediately report the incident to a school administrator. If the intervention has not resolved the matter and the bullying persists, the staff member will report the bullying to the school administration for further investigation.

Reporting

The district expects parents, students, and others who become aware of an act of bullying in school, on school buses, or at school-related activities would report in writing the bullying behavior to the principal. Teachers and administrators will accept anonymously written reported acts of bullying from students.

Investigation Procedures

If the school administrator determines that the reported incident of student bullying warrants investigation, the administrator will contact the parents of both the aggressor and the victim, interview both or more students, and thoroughly investigate the report. This investigation may also include interviews with the students, parents, and school personnel; review of school records; and whatever other information may be necessary to determine an appropriate response. The school administrator will investigate any incident of bullying behavior by an adult.

Violations of this policy may constitute a Type I, II, or III disciplinary offense. Where the underlying conduct is not specifically categorized, the responsible administrator shall determine the appropriate Conduct based upon the severity of the act.

NETWORK/INTERNET/E-MAIL POLICY

The Bridgeport Public School District has an acceptable use Internet Policy to promote the exchange of information that supports learning and encourages research. This goal is accomplished by providing users access to software located on the District's file server, and Internet and providing the ability to send e-mail. This is consistent with the mission of the Bridgeport Public School District. The use of the Internet is a privilege, not a student right, and should be used for education purposes only. Students who abuse this privilege will have their access revoked and may face disciplinary action.

Rules

1. Each student requesting access to the Bridgeport Internet link must complete the Student Account Agreement Form and have it signed by a parent or guardian. Any use of the network without authorization is prohibited.
2. Neither Bridgeport's instructional network nor Internet access is to be used for commercial business use, political, religious advocacy or illegal purposes.
3. Users may not use the system in any way that is insulting, disruptive, offensive, objectionable or contrary to the educational goals of the District.
4. Use of Bridgeport's Internet to access or send obscene, pornographic or sexually explicit messages, cartoons, jokes, unwelcome propositions or love letters, messages advocating violence or threats of any kind, racial, ethnic or religious slurs, or any other message that can be construed to be harassment or disparagement of others based upon their sex, race, sexual orientation, age, national origin, or religious or political beliefs is prohibited.
5. Sending material critical of school administration, teachers, staff, students, or anyone associated with the school district is prohibited.
6. Harassing network users, infiltrating computer systems, and/or damaging of software components is prohibited.
7. Subscriptions to list servers, news groups, bulletin boards and any other on-line promotional services will be subject to review and approval by district staff.
8. Deliberate misuse of the network and its equipment will be considered an act of vandalism and subject the user to disciplinary action. The District will hold the user financially responsible for any damage incurred.
9. No individual shall make any unauthorized entry or alteration of any document, either paper or electronic, not created by such individual(s).
10. E-Mail messages should be deleted regularly by each user to conserve storage space.
11. The installation of software on District computers must be pre-approved by the Director of Educational Technology and only performed by technical support staff.

12. Profanity or obscenity will not be tolerated. All community members shall use language which is appropriate for school situations as indicated by the Bridgeport Schools' Code of Conduct.
13. Impersonations, anonymity, or pseudonyms are not permitted. Individuals shall be held responsible for their actions and words.
14. No individual shall use the District Network for the purpose of on-line shopping

Penalties for Inappropriate Use

1. Any user violating these rules, applicable state and federal laws or posted classroom and district rules, is subject to loss of network privileges and any other District disciplinary options provided by State Statute, Board Policy, or Bridgeport Public Schools' Code of Conduct, including, but not limited to loss of network/Internet privileges, suspension and/or expulsion.
2. Users, who intentionally damage equipment, attempt to load or download unauthorized software, access another user's account or school accounts, or show disregard for these regulations, shall be subject to disciplinary action.
3. Damage caused to other networks accessed, will subject the user to the same disciplinary action as damage to the Bridgeport Network/Internet as well as any possible criminal charges.

DRUG AND ALCOHOL POLICY

Upon review by the Superintendents of the six-town Greater Bridgeport region, the chiefs of police of those municipalities, and the representative administrators, teachers support staff, parents, and students in the Bridgeport School System, the Bridgeport Board of Education has adopted the following policies:

1. It is the policy of the Bridgeport Board of Education to prevent and prohibit the possession, use, and/or distribution of any drug or drug paraphernalia on school property, at school-sponsored events, on school buses, and en route to and from school by any mode of travel.
2. All violations of this policy, including the possession, use, and distribution of any drug, will be dealt with in accordance with the procedures described herein. The consequences of such violations may ultimately result in expulsion from school.
3. Recognizing that drug use and abuse may be indicative of serious, underlying problems, every effort will be made to offer a student help and assistance, including early identification, referral for treatment and aftercare support. Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind.
4. Due consideration will be given to the rights of students: questioning of a student on school premises will take place only in the presence of a school official; a student's right to remain silent or to speak through an attorney or parent/guardian may not be abridged; a school official will maintain a record of all proceedings under this policy, which shall be available to the student.
5. School personnel will apply the following terms and articles, or combinations thereof, in enforcing these policies.

PROCEDURES FOR STUDENT ATHLETES

I. Tobacco

First Violation Penalty

1. After confirmation by school personnel of the first violation, the student-athlete will be suspended immediately for one week.

Second Violation Penalty

1. After confirmation by school personnel for the second violation, the student-athlete will be dismissed from the team.

II. Alcohol and Illegal Drugs

Selling or distributing any alcohol or drug:

1. 1st offense: one week suspension from all athletic competition. The athlete will also be required to participate in an intervention program recommended by school's Student Assistance Team. Failure to meet this requirement will result in immediate dismissal from the team for the remainder of the season, and will prohibit the athlete from participation on any other team until the obligation has been met.
2. 1st offense: immediate dismissal from team for the remainder of season. Regular code of Conduct procedures will be followed. Possession or use of alcohol, non-prescribed drugs (i.e., steroids or anabolic substances) or any other mood-altering chemicals.
3. 2nd offense: immediate dismissal from the team for the remainder of the season. Regular code of Conduct procedures will be followed.

SELF-REFERRAL BY STUDENTS

Students may take advantage of a self-referral procedure to seek information, support and assessment in regard to the use of tobacco, alcohol and other drugs. Voluntary referrals do not carry punitive consequences. In the case of student athletes, however, treatment in a certified drug and alcohol program must begin prior to the next practice or contest. Medical approval must be secured prior to continued participation. See below for conditions:

1. Self-referral is allowed only once in a student's four year high school career.
2. Self-referral must be only by student or a member of the immediate family.
3. Self-referral must be prior to the first confirmed violation of use.
4. Self-referral cannot be used by students as a method to avoid consequences once a confirmation of a violation has been made.
5. Self-referral may be made to a coach, Athletic Director, teacher, administrator or guidance counselor.

COMPLAINTS AND GRIEVANCES

It is the policy of the Bridgeport Public Schools that all students and/or parents shall have the right to present for solution any problem arising within their status as students and parents and shall be encouraged to exercise this right without fear of recrimination. It is for this purpose that a grievance procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to assure prompt attention to each problem. If the student/parent does not process his grievance within the set time limit, it shall be considered settled and not open to appeal.

Student Grievance Procedure

The grievance procedure may be used to address any situation occurring within the operation or normal procedures of the school which causes a student and/or parent to believe he/she has been wronged. Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking formal grievance procedures.

A. Initiation

A parent or student may initiate a grievance proceeding when either the student or his parent or guardian believes that a violation or misapplication of the Code of Conduct, Board of Education Policy or state or federal law or regulation has occurred.

B. Procedure

The procedure for initiation and conduct of a grievance shall be:

Step 1 - Principal Conference

A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The following guidelines shall be observed in Step 1:

1. A grievance shall be filed as soon as possible but in no event longer than thirty (30) days after disclosure of the facts giving rise to the grievance.
2. The principal shall grant the conference within five (5) school days following receipt of the request.
3. The request shall include a statement describing the grievance and naming the specific policy, rule or law believed to be violated.
4. The principal will state his position of the question in writing to the student/parent within five (5) school days following the conference.
5. Only the parent or guardian or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

Step 2 - Appeal to the Assistant Superintendent

If the grievance is not resolved at Step 1, the student may appeal the principal's decision in writing to the appropriate Assistant Superintendent. The appeal must be made within five (5) school days following receipt of the principal's position statement on Step 1.

The Assistant Superintendent shall review the grievance within five (5) school days following receipt of the appeal. A written response shall be made to the student, the parent, or the guardian and the principal from the Assistant Superintendent within ten (10) school days following the Assistant Superintendent's review.

Step 3 - Appeal to the Superintendent of Schools

If the grievance is not resolved at Step 2, the student may appeal the Assistant Superintendent's decision in writing to the Superintendent of Schools. The appeal must be made within five (5) school days following receipt of the Assistant Superintendent's position statement on Step 2.

The Superintendent or his designee shall review the grievance within five (5) school days following receipt of the appeal. A written response shall be made to the student, the parent, or the guardian and the principal from the Superintendent or his designee within ten (10) school days following the Superintendent's review.

Step 4 - Appeal to the Board of Education

If the grievance is not resolved at Step 3, the student may appeal the Superintendent's decision to the Bridgeport Board of Education in writing within (10) school days following the response from the Superintendent at Step 3. The Board's decision shall be determined to be final.

STUDENT/STAFF SEXUAL HARRASSMENT POLICY

I. Policy

It is the policy of Bridgeport Public Schools that unlawful gender discrimination in any form, including sexual harassment of staff or other forms of gender discrimination as referenced by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 is prohibited in the workplace and in the recruitment, appointment and advancement of employees. Gender discrimination of students, including sexual harassment, as referenced by Title IX, is prohibited in and out of the classroom and in the evaluation of students' academic work performance. This policy is in keeping with the spirit and

intent of various federal guidelines which address the issue of fair employment practices, ethical standards and enforcement procedures.

It is the policy of the Bridgeport Board of Education that sexual harassment is unlawful conduct and wrongful discrimination against the rights of others. The Board will not condone or tolerate any verbal or physical conduct by students, employees or other individuals doing business or volunteering in the Bridgeport Public Schools, male or female, which would constitute sexual harassment. Individuals who engage in sexual harassment will be subject to appropriate action, including but not limited to educational counseling, reprimand, probation, suspension, expulsion, termination from the Bridgeport Public Schools or civil or criminal action.

Employees and students are encouraged to prevent, report and correct any occurrences of sexual harassment within the Bridgeport Public Schools. Students are expected to adhere to a standard of conduct that is respectful and courteous to fellow students. Further, any romantic or sexual relationship between employees of the Board and students is highly inappropriate and unacceptable, whether or not such conduct constitutes sexual harassment as defined in this policy.

II. Definitions

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone within the work or educational setting. Sexual harassment occurs when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis for employment and/or educational decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment as set forth in Section II-A, may include but is not limited to the following:

- Suggestive or obscene letters, notes, derogatory comments, slurs, jokes, epithets, spreading sexual rumors, obscene gestures, display of sexually suggestive objects, pictures, cartoons, or graffiti.
- Unwelcome or unwanted sexually oriented verbal comments, suggestions, requests, physical contacts or attention.
- Coercive sexual behavior used to control, influence or threaten other students to participate in activities.
- Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Students in predominantly male/female classes being subjected to sexual remarks.

III. Complaint Procedures

Any employee, student or other individual within the school community who is the victim of sexual harassment by a student should promptly report the matter to a teacher, guidance counselor or administrator who will direct them to the designated Title IX Coordinator/Officer. The complainant will be requested to complete a complaint form.

If the complainant is a minor student, the Title IX Coordinator/Officer will assess whether the conduct constitutes the basis for a child abuse report and, if so, will follow district child abuse reporting

procedure. The Title IX Coordinator/Officer shall conduct any necessary investigation and refer the alleged harasser to the administrator for further action, which may include referral to counseling or disciplinary procedures.

A substantiated charge against a student shall subject the student to disciplinary action including **suspension or expulsion. As a general rule, verbal or written sexual harassment shall constitute a Type I Disciplinary offense, and physical sexual harassment shall constitute a Type II or Type III Disciplinary offense, depending on severity of misconduct. Repeated misconduct may constitute a Type III Disciplinary offense.**

The Title IX Coordinator/Officer shall make a written report summarizing the results of any investigation and the action taken within fifteen (15) days, and the complainant and the alleged harasser shall be advised of the outcome of any investigation and the action taken.

If the complainant is not satisfied with the resolution, he or she shall file a written appeal to the appropriate Assistant/Associate Superintendent of Elementary or Secondary Schools, who shall review the Title IX Coordinator/Officer's written report, and may conduct further investigation. The Assistant/Associate Superintendent shall determine if further actions are warranted, and shall file a report as to action taken on the appeal. A copy of the report shall be provided to the complainant and the alleged harasser.

Any student who is the victim of sexual harassment by an employee or other individual doing business or volunteering in the Bridgeport Public schools should promptly report the matter to a teacher, guidance counselor, administrator, or the Personnel Office of the Bridgeport Public Schools. If the complainant is a minor student, the Director of Personnel will determine whether the conduct constitutes the basis for a child abuse report, and, if so, will follow district child abuse reporting procedures. All such complaints shall be promptly investigated by the Director of Personnel, or his or her designee, and appropriate action taken. The complainant shall be advised of the outcome of the investigation, and action taken by the administration.

If the complainant is not satisfied with the resolution, he or she may file a written appeal within ten (10) working days to the Superintendent of Schools who shall review the record of investigation, and may conduct further investigation. The Superintendent shall prepare a report of investigation and recommend a decision to the Board of Education. In all cases, any retaliation against an individual making a complaint is prohibited.

IV. Notifications

Notice of this policy shall be circulated to all schools and departments in the Bridgeport Public Schools and incorporated in student handbooks. It will also be distributed to all organizations in the community having cooperative agreements with the public schools. Failure to comply with this policy may result in termination of the cooperative agreement.

V. Age Appropriate Conduct

The Board recognizes that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different responses. In determining the appropriate level of interventions and consequences, in addition to mitigating circumstances school officials should consider the grade level and age of the student. This approach may result in a less severe intervention and consequence for a lower grade or younger student as compared to a higher grade or older student.

FERPA
BRIDGEPORT BOARD OF EDUCATION
948 Main Street Bridgeport, Connecticut 06604
Pamela Rosenberg, Chief Custodian of Records/Telephone: 275-1320

Annual Notification of Parental Rights Related To School Records under FERPA

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, *et seq.*, affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the students education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violates the student's privacy rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write:

BRIDGEPORT BOARD OF EDUCATION
948 Main Street Bridgeport, Connecticut 06604
Pamela Rosenberg, Chief Custodian of Records/Telephone: 275-1320

They should clearly identify the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

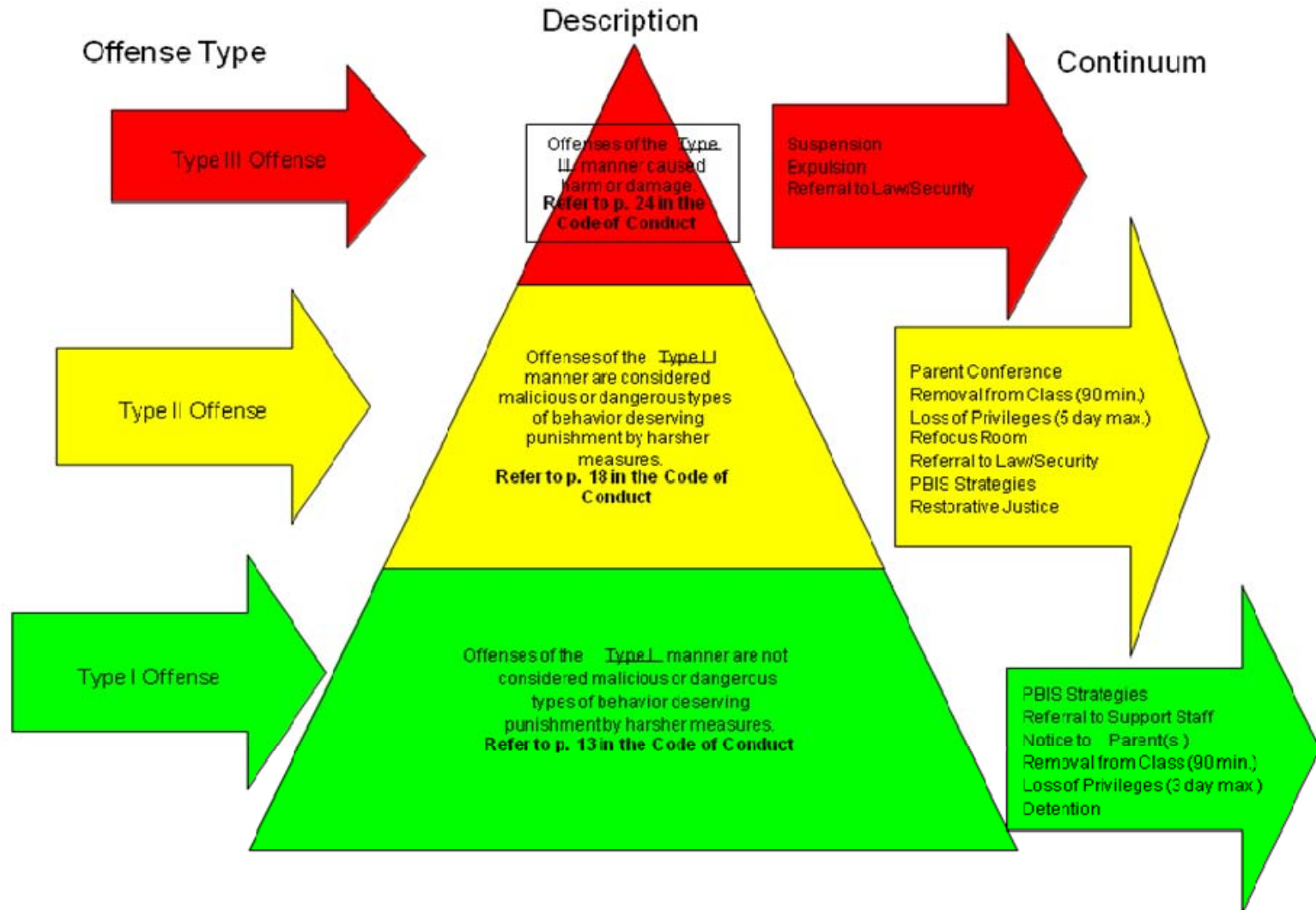
(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic and video images, date and place of birth, major field(s) of study, grade level, participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The written objection to the disclosure of directory information shall be good for only one year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parent or eligible student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.



Type I Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Unexcused absence from school 2. Being late for school 3. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices) 4. Failing to be in one's assigned place on school premises 5. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) 6. Engaging in verbally rude or disrespectful behavior 7. Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process 8. Posing or distributing material on school premises in violation of written Department of Education policy and/or school rules 9. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission 	<ol style="list-style-type: none"> 1. Student/teacher conference 2. Reprimand by appropriate supervisor (e.g., assistant principal, principal) 3. Parent conference 4. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) 5. Removal from classroom by teacher (90 minute maximum) 	<ol style="list-style-type: none"> 1. Parent Outreach 2. Intervention by counseling staff 3. Guidance conference(s) 4. Individual/group counseling 5. Peer mediation 6. Mentoring Program 7. Conflict resolution 8. Development of individual behavior contract 9. Short-term behavioral progress reports 10. Referral to SAT(Student Assistance Team) 11. Community service (with parental consent) 12. Referral to a Community Based Organization (CBO) 13. Referral to PPT (Pupil Personnel Team) 14. Classroom Detention

Type II Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Fighting 2. Gambling 3. Using Profane, obscene, vulgar, lewd or abusive language or gestures 4. Lying to, giving false information to, and/or misleading school personnel 5. Cheating or Plagiarizing 6. Leaving class or school premises without permission 7. Insubordination 8. Shoving, pushing, or engaging in other similar physical behavior (e.g., horseplay), or throwing an object (e.g., chalk) 9. Engaging in pattern of persistent Type I behavior (Whenever possible and appropriate, prior to imposing a Type II disciplinary response, school officials should have exhausted the disciplinary responses in Type I.) 10. Violating the District's Internet Use Policy 11. Failing to be in one's assigned place on school premises 	<ol style="list-style-type: none"> 1. Student/teacher conference 2. Reprimand by appropriate supervisor (e.g., assistant principal, principal) 3. Parent conference 4. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) 5. Removal from classroom by teacher (90 minute maximum). 6. Principal's suspension 	<ol style="list-style-type: none"> 1. Parent Outreach 2. Intervention by counseling staff 3. Guidance conference(s) 4. Individual/group counseling 5. Peer mediation 6. Mentoring Program 7. Conflict resolution 8. Development of individual behavior contract 9. Short-term behavioral progress reports 10. Referral to SAT (Student Assistance Team) 11. Community service (with parental consent) 12. Referral to a Community Based Organization (CBO) 13. Referral to appropriate substance abuse counseling services 14. Referral to PPT (Planning and Placement Team) 15. Detention

Type III Behaviors	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Behaviors that discriminate based upon race, ethnicity, color, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability 2. Engaging in gang –related behavior (e.g., wearing gang apparel and/or accessories, writing graffiti, making gestures or signs) 3. Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others. 4. Posting or distributing libelous material or literature (including posting such material on the internet) 5. Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means 6. Engaging in inappropriate or unwanted physical contact 7. Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against students or staff 8. Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of or results in minor injury 9. Engaging in an act of coercion or threatening violence, injury or harm to another or others 10. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol 11.Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member toward certain behavior, engaging in verbal or physical conduct that threatens another with harm, including taunting and/or intimidation through the use of epithets or slurs. 12.Engaging in pattern of persistent Level II behavior. Whenever possible and appropriate, prior to imposing a Level III disciplinary response, school officials should have exhausted the disciplinary responses in Level II. Further, repeated Level III infractions are limited to Level III disciplinary responses 	<ol style="list-style-type: none"> 1. Student/teacher conference 2. Reprimand by appropriate supervisor (e.g., assistant principal, principal) 3. Parent conference 4. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) 5. Removal from classroom by teacher (90 minute maximum). 6. Principal’s suspension/expulsion 	<ol style="list-style-type: none"> 1. Parent Outreach 2. Intervention by counseling staff 3. Guidance conference(s) 4. Individual/group counseling 5. Peer mediation 6. Mentoring Program 7. Conflict resolution 8. Development of individual behavior support plan 9. Short-term behavioral progress reports 10. Referral to SAT (Student Assistance Team) 11. Community service (with parental consent) 12. Referral to a Community Based Organization (CBO) 13. Referral to appropriate substance abuse counseling services 14. Referral to PPT (Pupil Personnel Team) 15. Referral to Law Enforcement or School Security

APPENDIX B – GLOSSARY OF TERMS

For the purpose of understanding and implementing the policy and administrative regulations on drugs and alcohol, the following terms are defined:

1. **Administration or Designee:** an employee of the Board of Education required to hold an intermediate administrator's certificate. Designee – Any employee of the Board of Education acting in place of an administrator.
2. **Alcohol:** any intoxicating liquid. (Also, see definition of drugs).
3. **CIAC:** The Connecticut Interscholastic Athletic Conference.
4. **Confidentiality:** school administrators, teachers, and support staff who hear confidential communications may or may not disclose them in accordance with Connecticut General Statutes § 10-154a. However, if in the course of such confidential student communications, physical evidence is obtained; such evidence must be turned over to a school administrator who shall turn the evidence over to the police within three days. However, the name of the student turning over such evidence shall not be disclosed, in accordance with Connecticut General Statutes § 10-154a (b), (c), as amended.
5. **Confiscation:** when there are reasonable grounds to believe that a student is in possession of drugs, there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs will be turned over to the police as soon as possible, certainly within three days in accordance with Connecticut General Statutes § 10-154 (c).
6. **"Dangerous Instrument":** "any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle," as that term is defined in this section."
7. **"Deadly Weapon":** "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjacks, bludgeon or metal knuckles."
8. **Distribution:** to give possession of a drug to another person, whether or not for compensation.
9. **Drugs:** any alcoholic beverage, controlled substance, illegal substance or prescribed medication for which the student does not have a prescription from a licensed physician or dentist.
10. **Drug Paraphernalia:** any object or device used intended for use, or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substances into the human body (e.g., razor blades, bong, pipes, roach clips, tobacco rolling papers) or any object or container used, intended for use, or designed for use in storing, concealing or distributing controlled substances.
11. **"Firearm":** any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer, or any destructive device, including any explosive, incendiary, poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or similar device; or any weapon that will or may be converted to bore of more than one half inch in diameter.
12. **Hearing (Administrative):** a meeting with a school administrator where charges are made and an opportunity for explanation provided.
13. **Hearing before Board of Education:** such a hearing is usually for consideration of a recommendation for expulsion of a student (see Connecticut General Statutes § 10-233d).
14. **In-school Program:** any special program as may be established by the school to provide Conduct and counseling to students who are found to be in violation of this and other school policies.
15. **"Martial Arts Weapon":** a nunchaku, kama, kasari-fundo, octagon sai, tonfa or "Chinese star."
16. **Possession:** any possession which is unlawful under Connecticut State Law (e.g., holding or having on one's person or belongings, including automobile, locker, backpack, carry case and the like – any drug or alcoholic beverage).
17. **Principal:** administrator responsible for the students, building and/or activity.
18. **Punitive Action:** a punishment by school authorities in accordance with Connecticut General Statutes § 10-233 and published school regulations approved by the Board of Education.

19. **Restorative Justice:** a way of thinking and responding to conflict and problems that involves all participants determining what took place and how to create a logical and balanced resolution which is aligned with the rules of the law. The goals include repairing, restoring or providing restitution for any damaged or stolen property.
20. **Social Service Agencies:** town, state or private social or psychological individuals or agencies that provide counseling assistance to individuals with concerns related to alcohol or drugs.
21. **Support Team/ Student Assistance Team:** a team consisting of the principal and/or the assistant principal, a guidance counselor, and other staff as required; e.g., psychologist. The Student Assistance Team or designated representatives from the team will meet with a student returning to school from either a disciplinary suspension or other program. The purpose of this meeting is to provide the returning student with a support network for his/her return to the school environment.
22. **Use:** to ingest, inject or otherwise cause a drug to reach the bloodstream or digestive tract.
23. **Law Enforcement Authorities:** any legally constituted local, state, or federal agency authorized to enforce the law of the community, state or federal government.

APPENDIX C – INDEX OF DISCIPLINARY OFFENSES

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APPENDIX D – RESTORATIVE JUSTICE GOALS

- **Promote healing for all affected parties**
- **Provide an opportunity for the offender to make amends**
- **Empower victims, community members, families, and offenders by giving them a voice and a shared responsibility in finding constructive resolutions**
- **Address the underlying causes of offensive behavior**
- **Build a sense of community and its capacity for resolving conflict**
- **Promote and share community values**
- **Improve school culture**
- **Hold offenders accountable for the harm they have caused to the school community**
- **Provide school communities with human resources that can assist in maintaining a positive school climate**
- **Determine a fair and restorative sentence or disposition**
- **Provide an opportunity for the victim to be directly involved in the discussion of the offense and in decisions regarding appropriate sanctions to be placed on the offender**
- **Increase the offender’s awareness of the human impact of his or her behavior and provide an opportunity to take full responsibility for it**
- **Engage the collective responsibility of the offender’s support system for making amends and shaping the offender’s future behavior**
- **Allow both offender and victim to reconnect to key community support systems**
- **Help offenders understand the impact of their offenses on victims and communities**
- **Provide victims with a structured, positive outlet to share their personal experiences and to educate offenders and others about the physical, emotional, and financial consequences of offenses**
- **Build a partnership among victim service providers and community agencies that can raise the individual and community awareness of the short and long term impacts of crime**

Some examples are community service, peer mediation, group/family counseling.

**APPENDIX F – ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT
CODE OF CONDUCT**

Bridgeport Public Schools

Student Agreement

I, _____ (print student's name) have received and read the Student Code of Conduct ("SCC") for the Bridgeport Public Schools. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the SCC.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Bridgeport Public Schools believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature

Date

Students

Communication of Behavior Concerns to Students and Parents

All personnel of the Bridgeport Public Schools are prohibited from recommending the use of Ritalin and other similar stimulant (psychotropic drugs) to a student or a parent as a solution or an option to behavior issues within the classroom, or for any other reason.

School system staff should communicate their concerns about behavior through the appropriate educational SAT, SST or PPT channels, but refrain from suggesting at any time the use of these medications as a therapy or trial.

School nursing staff must also refrain from suggesting that Ritalin or similar medications be used for behavior or improvement in educational issues. School medical staff may recommend that child be evaluated by appropriate medical practitioners for conditions or behaviors that may impact education.

All staff should be aware that failure to comply with these regulations could carry both a civil and a criminal penalty.

Further, a parent's refusal to administer or consent to administration of psychotropic drugs to a child does not, in itself, constitute grounds for (1) the Department of Children and Families (DCF) to take the child into custody or (2) a court to order that the child be taken into DCF custody, unless that refusal results in the child's abuse or neglect.

Legal Reference: Public Act 01-124, An Act Concerning Recommendations For And Refusal Of The Use Of Psychotropic Drugs By Children And Utilization Review Determinations Related To Mental And Nervous Conditions.

Students

Bullying

The Bridgeport Public Schools has the responsibility to maintain a safe school environment for everyone. To ensure that no person ever feels threatened or intimidated by others, the school district expressly forbids any form of bullying behavior.

Definitions:

Bullying means any **overt acts over time with the intent to ridicule, humiliate, or intimidate another person**. Bullying could include such behaviors as physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks, gestures, actions, cruel rumors; false accusations; and social isolation.

School-sponsored activity means any activity that the Board of Education sponsors, recognizes or authorizes on or off school property, including travel between home and school.

Students who engage in bullying behavior shall be subject to school discipline that may include expulsion in accordance with the Board's policy on student discipline. **Personnel policies and practices will guide any disciplinary action against an employee.**

Intervention by a staff member

School district employees who become aware of an act of bullying will take immediate and appropriate steps to intervene. If the intervention threatens their personal safety, they should immediately report the incident to a school administrator. If the intervention has not resolved the matter and the bullying persists, the staff member will report the bullying to the school administration for further investigation.

Reporting

The district expects parents/guardians, students, and others who become aware of an act of bullying in school, on school buses, or at school-related activities would report in writing the bullying behavior to the principal. Teachers and administrators will accept anonymously written reported acts of bullying from students.

Investigation Procedures

If the school administrator determines that the reported incident of student bullying warrants investigation, the administrator will contact the parents/guardians of both the aggressor and the victim, interview both or more students, and thoroughly investigate the report. This investigation may also include interviews with the students, parents/guardians, and school personnel; review of school records; and whatever other information may be necessary to determine an appropriate response. The school administrator will investigate any incident of bullying behavior by an adult.

Students (cont.)**Bullying (cont.)****Consequences and Administrative Intervention**

Consequences for students who bully others will depend on the results of the investigation and may include an administrative discipline conference with the student; a parent conference; detention; suspension and/or expulsion; or any other appropriate consequence. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. These may include implementing a safety plan; separating and supervising students involved; providing support for students as necessary; reporting incidents to law enforcement; and developing a supervision plan with the parents/guardians. Care must be taken to decipher between an act of bullying that involves power imbalance versus conflict among individuals or groups, which may be resolved through a peer mediation process.

Any student who retaliates against another for reporting bullying may be subject to appropriate disciplinary consequences.

Consequences for employees who bully others will depend upon the results of the administrative investigation and be consistent with appropriate personnel policies and practices. Such consequences could range from a verbal warning up to and including termination of employment.

Publication

The Board of Education statement will be published in all student-parent school handbooks and distributed to all school district employees.

Education and Prevention

The school administration will ensure that all persons are aware of the Board's prohibition of bullying, reporting procedures, and consequences of such acts. School principals will establish a climate in the school in which all employees work together to reduce bullying behavior, model non-physical and consistently enforced measures of discipline as opposed to ridicule, sarcasm, yelling at students, or ignoring bullying behavior. All employees need to model and encourage praise and kindness to one another. Students need to learn the social skills necessary to make friends and become confident and resourceful. Students also need to learn how to resolve arguments other than using violent words and actions.

Legal Reference: Public Act No. 02-119

Students

Crisis Response

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency

Subsequent to an emergency or crisis, the building principal convenes the Student Assistance Team. The SAT acts as an advisory panel to the principal. The initial objective of the SAT is to gather all factual information relating to the emergency. The team then evaluates the impact of the crisis on staff and students and generates suggested strategies. The SAT then assists in determining whether additional psychologists, social workers, nurses or other specialists are needed at the affected school.

The steps taken by the SAT will depend upon the emergency. The following are provided as examples of SAT activities. This list is not intended to be exhaustive.

Suggested SAT Procedures

- Delegate appropriate responsibilities among team members.
- Prepare and distribute a factual written statement for staff.
- Decide where and when to share information with students.
- Develop special plans for classes directly affected.
- Meet with identified classes by room or in assembly to review facts, inform them of crisis counseling centers, discuss feelings, encourage them to be supportive of each other and discuss feelings with parents/guardians.
- Develop appropriate support systems within the school (e.g., counseling crisis centers, groups for students, staff).
- Prepare and distribute letters to send home to parents/guardians to let them know what is being done at school.
- Decide when it is appropriate to contact certain parents/guardians individually.

Students

Crisis Response

Suggested SAT Procedures (cont.)

- Identify students who may be at risk.
- In case of deaths, obtain funeral information and share it; plan memorial services. (It is suggested that, in the case of suicide, memorial services not be held in the school building.)
- Assess long-term effects on school.
- Schedule faculty meetings before and after school day. Guidelines for initial and follow-up faculty meetings are provided below.
- Convene the SAT at the end of the day to debrief and plan for the following day.
- Document all decisions and actions.

It is important that staff receive accurate and timely information about the emergency or crisis. While a written statement of facts may be prepared for staff and distributed during the day, a faculty meeting should be held as quickly as possible. Additional faculty meetings should be held as needed.

Guidelines For An Initial Faculty Meeting

1. Distribute written statements of facts. Dispel rumors if necessary.
2. Inform faculty that all police and media contact concerning the crisis should be directed to the building administrator.
3. Announce funeral arrangements if applicable.
4. Give faculty an opportunity to react, ask questions, and express feelings.
5. Give staff support, if needed. Encourage staff to be supportive of one another.
6. Discuss when and where students will be presented with the information. Address how the particularly affected classes will be handled.
7. Communication of factual information to parents/guardians is essential.

Students**Crisis Response****Guidelines For An Initial Faculty Meeting (cont.)**

8. Review warning signs.
9. Review how to access which students may be more at risk at the time of crisis.
10. Discuss the support systems that have been developed.
11. Let staff know the plan for the school day.
12. Arrange for a follow-up faculty meeting.

Guidelines For a Follow-Up Faculty Meeting

1. Review the day, get feedback from staff.
2. Give staff an opportunity to share and express feelings.
3. Set up staff support group, if appropriate.
4. Gather names of students or classes needing additional support.
5. Discuss next steps to be taken.

Students

Student Health Services

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the pupil has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the pupil or to secure for the pupil a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screening;

Students

Student Health Services (cont.)

If required by the school district medical advisor, testing for tuberculosis and Sickle Cell anemia or Cooley's anemia. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 or 7 and in grade 10 or 11 by a legally qualified Practitioner of Medicine of each student's parents/guardians own choosing.

Such health assessments shall include:

Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;

Updating of immunizations required under 10-204 and 10-204a;

Vision, hearing, postural, and gross dental screening;

If required by the school district medical advisor, testing for tuberculosis and Sickle Cell anemia or Cooley's anemia;

Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the pupil attends. Upon written authorization from the student's parent/guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The superintendent of schools, or designee, shall notify parents/guardians of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Pupils who are in violation of board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Students

Student Health Services (cont.)

Vision Screening

All students in grades Pre-K – 6 and grades 9 & 11 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Postural Screening

School nurses will screen all students in grades 5, 8 and 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent/guardian of each pupil found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Students

Student Health Services (cont.)

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without vaccination against smallpox and adequate immunization against the following diseases:

Measles	Pertussis
Rubella	Mumps
Poliomyelitis	Hemophilus influenza type B
Diphtheria	Chicken Pox
Tetanus	Any other vaccine required by section 19a-7f of C.G.S.

Before entering the seventh grade, each child shall receive a second immunization against measles.

Students shall be exempt from the appropriate provisions of this when:

They present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or

They present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or

They present a statement from their parents/guardians that such immunization would be contrary to the religious beliefs of such child; or

In the case of measles, mumps or rubella, present a certificate from a physician or from the director of health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

In the case of hemophilus influenza type B has passed his or her fifth birthday; or

In the case of pertussis, has passed his or her sixth birthday.

Students

Student Health Services (cont.)

The school nurse will report to the local director of health any occurrence of State of Connecticut defined reportable communicable diseases.

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within one year prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, and filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a pupil whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of Emergency Information cards for each student. If a child's injury requires immediate care, the parent/guardian will be called by telephone or other means of communications by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents/guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

Students

Student Health Services (cont.)

(cf. 5156-Child Abuse and Neglect)

(cf. 5157-Suicide Prevention)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204 Vaccination.
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments.
 10-206a Free health assessments.
10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96229 An Act Concerning Scoliosis Screening)
 10-214a Eye protective devices.
 10-214b Compliance report by local or regional board of education.
 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Students

Administration Of Student Medications In The Schools

Definitions

1. Administration of medication means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.
2. Authorized prescriber means a physician, dentist, advanced practice registered nurse or physician assistant.
3. Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.
4. Cumulative health record means the cumulative health record of a student mandated by Conn. Gen. Stat. Section 10-206.
5. Error means: (1) the failure to do any of the following as ordered:
 - a. administer a medication to a student;
 - b. administer medication within the time designated by the prescribing physician;
 - c. administer the specific medication prescribed for a student;
 - d. administer the correct dosage of medication;
 - e. administer medication by the proper route; and/or
 - f. administer the medication according to generally accepted standards of practice;or
(2) administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student.
6. Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.
7. Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.
8. Medication Emergency means an untoward reaction of a student to a medication.
9. Medication order means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.

Students

Administration Of Student Medications In The Schools

Definitions (cont.)

10. Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.
11. Principal means the administrator in the school.
12. School means any educational facility or program which is under the jurisdiction of the Board.
13. School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.
14. Self administration of medication means that a student is able to identify and select the appropriate medication by size, color, amount, or other label identification; knows the frequency and time of day for which the medication is ordered; and consumes the medication appropriately.
15. Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

General Policies On Administration of Medications

1. No medication, including non-prescription drugs, may be administered by any school personnel without:
 - a. the written medication order of an authorized prescriber; and,
 - b. the written authorization of the student's parent or guardian.
2. Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
3. Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse:
 - a. in the case of oral, topical, or inhalant medications, a principal or a teacher who has been properly trained to administer such medications to students;
 - b. in the case of injectable medications, a principal or a teacher, but only when a student suffers a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death; or

Students

Administration Of Student Medications In The Schools

General Policies On Administration of Medications (cont.)

- c. students who are able to self administer medication, provided;
 - i. an authorized prescriber provides a written order for such self administration;
 - ii. there is a written authorization from the student's parent or guardian;
 - iii. the school nurse has evaluated the situation and deemed it safe and appropriate, has documented this in the student's cumulative health record, and has developed a plan for general supervision;
 - iv. the principal and appropriate teachers are informed the student is self administering prescribed medication;
 - v. such medication is transported to school and maintained under the student's control in accordance with this policy.

Documentation and Record Keeping

1. Each school where medications are administered shall maintain a medication administration record for each student who receives medication during school hours. This record shall include the following information:
 - a. the name of the student;
 - b. the name of the medication;
 - c. the dosage of the medication;
 - d. the route of the administration, (i.e., oral, topical, inhalant, etc.);
 - e. the frequency of administration;
 - f. the name of the authorized prescriber;
 - g. the date on which the medication was ordered;
 - h. the quantity received at school;
 - i. the date the medication is to be reordered (if any);
 - j. any student allergies to food and/or medication(s);
 - k. the date and time of each administration or omission, including the reason for any omission;
 - l. the dose or amount of each medication administered; and,
 - m. the full legal signature of the nurse, principal or teacher administering the medication.
2. All records are to be made in ink, and shall not be altered.
3. Written orders of authorized prescribers, written authorizations of the parent/guardian, and the completed medication administration record for each student shall be filed in the student's cumulative health record.

Students

Administration Of Student Medications In The Schools

Documentation and Record Keeping (cont.)

4. Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication. Such verbal orders may be received only by a school nurse and must be followed by a written order within three (3) school days.
5. Medication administration records will be made available to the Connecticut Department of Public Health upon its request.

Errors In Medication Administration

1. Whenever any error in medication administration occurs, the following procedures shall apply:
 - a. the person making the error in medication administration shall immediately implement the medication emergency procedures in this if necessary, and shall immediately notify the school nurse and the authorized prescriber;
 - b. the person making the error in medication administration shall thereafter notify the principal (if the principal was not the person who made the error);
 - c. the principal shall notify the Superintendent or the Superintendent's designee, who shall thereafter notify the student's parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s).
2. A report shall be completed using the authorized accident/incident report form.
3. Any error in the administration of medication shall be documented in the student's cumulative health record.

Medication Emergency Procedures

1. Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

Students

Administration Of Student Medications In The Schools

Medication Emergency Procedures (cont.)

2. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - a. use of the 911 emergency response system;
 - b. application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - c. contact with a poison control center; and
 - d. transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

3. As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Supervision

1. The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.

2. The school nurse's duty of general supervision includes, but is not limited to the following:
 - a. availability on a regularly scheduled basis to:
 - i. review orders or changes in orders, and communicate these to personnel designated to give administer medication for appropriate follow-up;
 - ii. set up a plan and schedule to ensure medications are given;
 - iii. provide training to licensed nursing personnel, principals and teachers in the administration of medications;
 - iv. support and assist other licensed nursing personnel, principals and teachers to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and,
 - v. provide consultation by telephone or other means of telecommunications.

Students

Administration Of Student Medications In The Schools

Supervision (cont.)

- b. in addition, the school nurse shall be responsible for:
 - i. implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - ii. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
 - iii. performing work-site observation of medication administration by teachers and principals who have been newly trained to administer medications; and,
 - iv. conducting periodic reviews, as needed, with licensed nursing personnel, principals and teachers, regarding the needs of any student receiving medication.

Training of School Personnel

1. Principals and teachers who are designated to administer medications shall receive training in their safe administration, and only trained principals and teachers shall be allowed to administer medications.
2. Training for principals and teachers shall include, but is not necessarily limited to the following:
 - a. the procedures for administration of medications, the safe handling and storage of medications, and the required record-keeping;
 - b. the medication needs of specific students, medication idiosyncrasies and desired effects, potential side effects or untoward reactions.
3. The Board shall maintain, and annually update, a list of principals and teachers who have been trained in the administration of medications pursuant to this Policy.
4. The Board shall provide for an annual review and informational update for principals and teachers trained in administration of medications.

Students

Administration Of Student Medications In The Schools

Handling, Storage and Disposal of Medications

1. All medications, except those approved for transporting by students for self medication must be delivered by the parent,/guardian, or other responsible adult to the nurse assigned to the student's school. The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
2. All medications, except those approved for keeping by students for self medication, shall be kept in a designated and locked location, used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
3. Access to stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of such authorized persons.
4. All medications, prescription and non prescription, shall be stored in their original containers and in such a manner that renders them safe and effective.
5. Medications that must be refrigerated shall be stored in a refrigerator, at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit.
6. All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent/guardian, or with the permission of the parent/guardian, destroyed.
7. Non-controlled drugs shall be destroyed in the presence of at least one witness. Controlled drugs shall be destroyed in accordance with Part 1307.21 of the Code of Federal Regulations, or by surrendering them to the Commissioner of the Department of Consumer Protection.
8. In no event shall a school store more than a forty-five (45) day supply of a medication for a student.

Legal References: Connecticut General Statutes:
Section 10-206
Section 10-212
Section 10-212a
Section 21a-240
Regulations of Conn. State Agencies:
Sections 10-212a-1 through 10-212a-7, inclusive
Code of Federal Regulations: Title 21 Part 1307.21

Students

Students/Personnel – Certified/Non-Certified

Psychotropic Drug Use

In order to properly implement the Board prohibiting school personnel from recommending the use of psychotropic drugs for any child, the following administrative regulations are hereby established for the Bridgeport Public Schools (BPS):

1. Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attention deficits, impulsivity, anxiety, depression and thought disorders.
2. Psychotropic drugs include, but are not limited to, Ritalin, Adderal, Dexedrine and other stimulant medication, and anti-depressants.
3. All school personnel, including teachers and administrators are prohibited from any communications, both oral and written, to parents/guardians of a child in which the use of psychotropic drugs is recommended.
4. School health or mental health personnel which includes school nurses or nurse practitioners, the HPS Medical Advisor/Director, school psychologists, school social workers, and school counselors is permitted to discuss with parents/guardians of a child the advisability of a medical evaluation by an appropriate medical practitioner when there are behaviors or concerns that may be indicative of medication consideration.
5. School personnel, through the Planning and Placement Team (PPT) referral process, shall communicate to the school medical staff about a child's behavior that may indicate the need for an evaluation.
6. The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed to determine a child's eligibility for special education and related services, or educational needs for a child's Individualized Education Program (IEP).
7. As required, the HPS Medical Advisor/Director may seek remedy through the due process provisions allowed under the Individuals with Disabilities Education Act (IDEA) if a parent and/or guardian refuses consent for a reevaluation.

Students

Students/Personnel – Certified/Non-Certified (cont.)

Psychotropic Drug Use (cont.)

8. Appropriate medical practitioners, such as psychiatric consultant or physician, with whom the HPS contracts for services to students or to whom the BPS makes a referral for an evaluation may recommend such medications.
9. School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child. The purposes of such communication include the following:
 - a. Conveying concerns or observations of a child, both prior to and following a medical evaluation;
 - b. Requesting health records and other educationally relevant medical evaluations;
 - c. Providing school records to medical practitioners upon request;
 - d. Providing information on school performance to help a medical practitioner monitor and evaluate the effectiveness of psychotropic drugs and/or other medical interventions and/or treatment;
 - e. Discussing with medical practitioners appropriately and necessary nursing or health care in schools to ensure student safety;
 - f. Disclosure of educationally relevant information by the medical practitioner to school personnel.
10. The Department of Children and Families (DCF) is limited by this legislation to take a child into custody solely on the refusal of a parent or guardian to administer or consent to that administration of any psychotropic drug. However, a PPT meeting may be convened if the child is eligible or may be eligible for special education or making a referral to the Department of Children and Families if there are concerns about a child's safety and possible abuse or neglect.

(cf. 5141.4 – Reporting of Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes:
Section 10-212b

PA 01-124-sHB 5701 – An Act Concerning Recommendations For and Refusals of the Use of Psychotropic Drugs by Children and Utilizations Review Determinations Related to Mental and Nervous Conditions

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health regulations.

To determine health status of students, facilitate the removal of handicaps to learning, and find whether some special adaptation of the school program may be necessary, the Board of Education may request that students have health assessments.

The Board of Education adheres to those state laws that pertain to school immunizations and health assessments. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206.

Parents/Guardians wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

No record of any student's medical assessment may be open to the public.

(cf. 5111 – Admission/Placement)

Legal Reference: Connecticut General Statutes
 10-204 Vaccination
 10-204a Required immunizations as amended by PA 96-244.
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student rest cites; board to hone notice
 10-209 School nurses
 10-212 School nurses
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening

Students

Health Assessments and Immunizations

In accordance with Connecticut General Statutes 10-206, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

1. Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enrollees and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:
 - a. For new enrollees who are under 12 years of age:
 - 4 doses of DTP/Td (Diphtheria Pertussis Tetanus), DTaP is an acceptable vaccine in place of DTP. At least one dose of DTP is required to be administered on or after the fourth (4th) birthday for children entering school who are 60 months of age or older.
 - (Pertussis immunization shall not be required after a student's sixth birthday.)
 - 3 doses of TOPV (Trivalent Oral Polio Vaccine). At least one dose of polio vaccine is required to be administered on or after the 4th birthday for children entering school who are 60 months of age or older. This then usually results in 4 doses in total.
 - 1 dose of live measles vaccine (1 year of age or after) OR measles disease protection (confirmed in writing based on specific blood testing conducted by a certified laboratory.)
 - 1 dose of live rubella vaccine (1 year of age or after) OR rubella disease protection (confirmed in writing based on specific blood testing conducted by a certified laboratory.)
 - 1 dose of live mumps vaccine OR mumps disease protection (confirmed in writing based on specific blood testing conducted by a certified laboratory.)
 - 3 doses of Hepatitis B vaccine (HBV) or confirmed blood test (for any individual born January 1, 1994 or later.)
 - 1 dose of Hib (Hemophilus Influenza type b) is required of all school children who enter school prior to their fifth (5th) day or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician.
 - 1 dose of Var (Varicella Zoster Virus Vaccine for chickenpox) (optional/but recommended.)

Students

Health Assessments and Immunizations (cont.)

- b. For new enrollees who are 12 years of age or older:
- 3 doses of Td,
 - 3 doses of TOPV,
 - 1 dose of live measles vaccine (1 year of age or after) OR measles disease protection (confirmed in writing by specific blood testing conducted by a certified laboratory.)
 - 1 dose of live mumps vaccine OR mumps disease (confirmed in writing by physician lab.)
 - varicella (chicken pox) 1 dose or verification of disease
 - for students <13 years of age 1 dose given on or after the first (1st) birthday
 - for students 13 years of age or older, 2 doses given at least 4 weeks apart

In those instances at entry to seventh (7th) grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given no less than thirty (30) days after the first.

Immunization requirements are satisfied if a student:

- presents verification of the above mentioned required immunizations;
- presents a certificate from a physician or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
- presents a certificate from a physician stating that in the opinion of the physician, immunization is medically contraindicated because of the physical condition of the child;
- presents a statement from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child;
- he/she has had a natural infection confirmed in writing by a physician or laboratory.

Health assessment and health screening requirements are waived if the parent or legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent/guardian or student objects on religious grounds.

Students failing to meet the above requirements shall not be allowed to attend school.

Students

Health Assessments and Immunizations (cont.)

A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enrollees, and students in grade 6 and grade 11. This health assessment must be completed prior to school entry. This assessment must be conducted within the school year for students in grade 6 or 11. Parent/guardian of students in grade 6 or 11 shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades Pre K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5, 8, 9

The school system shall provide these screening to students at no cost to parents/guardians. Parents/guardians shall be provided an annual written notification of screenings to be conducted. Parents/guardians wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

Students

Health Assessments and Immunizations (cont.)

Parents/guardians of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools.

Health records shall be maintained in accordance with 5124.

All candidates will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities as requires him or her to forego either a practice session or contest, that student will not be permitted to return to athletic activity until a physician examines the student and pronounces him/her medically fit for athletics.

Legal Reference: Connecticut General Statutes
 10-204 Vaccination
 10-204a Required immunizations
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments
 10-207 Duties of medical advisers
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student rest cites; board to
 honor notice
 10-209 & 212 School nurses
 10-214 Vision, audiometric and postural screenings...
 As amended by PA 96-229, An Act Concerning
 Scoliosis Screening.

Students

Accident Prevention

Care of Accidents Occurring At School

First aid procedures: Members of the school staff should be acquainted with proper first aid procedures. These are adequately covered in the Health Services Manual. A copy of this guide should be included in each school health room.

In the absence of the nurse, a member of staff designated by the Principal should care for the frequent minor scratches, cuts, and bruises which are common among children. In severe accident cases it is important that first aid be given by the one nearest the injured person. If the accident can await the arrival of a nurse, the nursing supervisor may call the nurse at the nearest school. If the nurse is not readily available, the physical education teacher may be called for first aid work. These teachers are usually better prepared than other teachers to administer first aid.

Life Threatening Situations: Call Ambulance (911)

Helpful Tips When Calling an Ambulance:

- Describe briefly what is wrong
- State if student is talking or unable to speak
- State whether nurse is with the student
- Tell ambulance which entrance of building to use. Have someone stationed at that entrance to meet all emergency personnel and to direct them to student
- Notify supervisor as soon as possible

Notifying parents/guardians: If parents/guardians have a phone, they should be notified of the accident and asked regarding the procedure they wish followed in securing medical attention or hospital care.

Taking child home: If parents/guardians have no phone, the child should be taken home as soon as first aid treatment has been given. If the injury is of such severity that movement of the child to the home would appear harmful, the child should be transferred via ambulance to the nearest hospital. The child may be taken home by anyone designated by the Principal. The nurse, if available, is the preferable one to do this. If it appears that the child is in need of medical attention, the parent/guardian should be informed that the family physician should examine and treat the child. If the family is unable to afford the services of a physician, they should be informed of the community agencies through which medical aid can be secured and given every possible assistance in getting to such agencies. The school's responsibility in accident cases does not end until it is certain that the child will receive proper attention.

Students**Accident Prevention (cont.)****Care of Accidents Occurring At School (cont.)**

Taking child to hospital: In any case where parent/guardian are not home or cannot be located, the child in need of urgent medical attention other than first aid should be transferred via ambulance to the nearest hospital. If further medical treatment is not needed, the child may be kept at school until the parent/guardian are located.

Filling out accident report blank: A special form shall be filled out in duplicate provided at the school.

Students

Communicable/Infectious Diseases

The Bridgeport Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board of Education shall establish by regulation reasonable health requirements as prerequisites to admission or attendance including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. However, where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission, exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the condition presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act, the "Education of all Handicapped Children Act" may apply. The parent, guardian or the school administration may make a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team (PPT) will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

(cf. 5111 – Admission/Placement)

(cf. 5153 - Health Assessments and Immunizations)

Students**Communicable/Infectious Diseases (cont.)**

Legal Reference: Connecticut General Statutes
"Education for Children with Disabilities", 20 U.S.C.
1400, et seq. Section 505 of the Rehabilitation Act of
1973, 29 U.S.C. 706(7)(b)
"Americans with Disabilities Act" The Family
Educational Rights and Privacy Act of 1974, (FERPA),
20 U.S.C. 1232g, 45 C.F.R. 99
10-76(d)(15) Duties and powers of boards of
education to provide special education programs and
services.
10-154a Professional communications between
teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or
guardian.
19a-221 Quarantine of certain persons.
19a-581-585 AIDS testing and medical information.

Students

Communicable/Infectious Diseases (cont.)

Exclusion Procedures

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

1. The nature of the disease.
2. Whether transmission may be controlled.
3. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.
4. As medical knowledge and circumstances may change rapidly, the school nurse and school medical advisor will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.
5. Where a student or student's parent/guardian object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

Medical Intervention

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the opinion of the school medical advisor and the child's physician, illness in the school might be detrimental to the child's health.

Students

Communicable/Infectious Diseases (cont.)

Medical Intervention (cont.)

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

Confidentiality

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent/guardian.
2. Any person who secures a release of the confidential related information.
3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.
4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."

A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

Students**Communicable/Infectious Diseases (cont.)**

Legal Reference: Connecticut General Statutes
"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).
"Americans with Disabilities Act", 42 U.S.C 12101 et seq.
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.
10-15b Access of parent or guardian to student's records.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.
10-66b Regional Educational Service Centers.
10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
19a-221 Quarantine of certain persons.
19a-581-585 AIDS testing and medical information.

Students

Child Abuse and Neglect

The Bridgeport Board of Education (“Board of Education”) recognizes that child abuse and neglect represent a continuum of health and developmental problems that profoundly affect children and, in turn, society. Furthermore the Board of Education recognizes the importance of these issues to students, families, school personnel and other members of the community as children are less available for learning when they are experiencing abuse or neglect.

The Board is committed to ensuring that all mandated reporters who have reasonable cause to suspect or believe that a child has been abused or neglected report or cause a report to be made to the Department of Children and Families (DCF) and other appropriate officials. Accordingly, the Board directs all school employees and non-employees who work with students to act in accordance with this policy which has been established by the Superintendent of Schools. If at any time, a school employee is uncertain about what his or her responsibilities are regarding reporting abuse and/or neglect, the employee should contact the Director of Social Work. In addition, state law requires that all school personnel cooperate toward the prevention, identification and investigation of child abuse and neglect.

The Bridgeport Board of Education will be responsible for disseminating and explaining the district’s policy and procedures to school personnel and appropriate non-employees (i.e. school volunteers, coaches, etc). Copies of the policy will be distributed at the start of employment. All employees must sign a form acknowledging their receipt of this policy.

Students

Child Abuse and Neglect (cont.)

The Educational Component

The goal of the educational component is to prepare school personnel to recognize and intervene in child abuse/neglect situations as early as possible in order to prevent harm, or further harm, to the child and to collaborate with community health and social agencies in reporting and dealing with these cases. The Board of Education will educate school staff about this abuse and neglect policy and its requirements at teacher orientation for new hires. In addition, The Board of Education will provide ongoing education related to the recognition and reporting of suspected child abuse and neglect. Employee attendance at said trainings will be recorded and kept on file by the Director of Human Resources.

Staff development programs shall include: dynamics and prevalence of child abuse, predisposing factors that put children and youth at risk as victims and adults at risk as perpetrators, profound effects of abuse and neglect on children and youth, recognition of the signs and symptoms of child abuse and neglect, the role and responsibilities of DCF, the intention and requirements of Connecticut's child abuse reporting laws, the method of making reports to DCF, clear delineation of the legal sanctions for failure to follow the law and administrative sanctions for failure to follow school policy and procedures.

Procedures Regarding Suspected Child Abuse/ Neglect

Reporting Procedures

I. Who must report?

All employees of the Board of Education are mandated reporters for the purposes of this policy. See C.G.S. §17a-101(b). This includes but is not limited to any registered nurse, licensed practical nurse, school teacher, school principal, school guidance counselor, school paraprofessional, school coach, social worker, secretary, custodian, and any person who is a licensed professional counselor. See Id. Non-employees who work with students are also required to report in accordance with paragraph F.

II. When must a report be made?

A mandated reporter must report or cause a report to be made when, in the ordinary course of employment, he or she has *reasonable cause to suspect or believe* that a child under the age of eighteen (18) years: (1) has been abused or neglected; (2) has had a non-accidental physical injury or injury which is inconsistent with the reported history of such injury; or (3) is placed at imminent risk of serious harm. See C.G.S. §17a-101a.

Students

Child Abuse and Neglect (cont.)

Abuse

A child who is suspected of having been *abused* means a child who: (1) has been inflicted with physical injury or injuries other than by accidental means; (2) has injuries at variance with the history given of them; or (3) is in a condition that is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

Some examples of warning signs that a child may be abused:

- bruises or burns, the explanation of which is inconsistent with these of injuries
- a reluctance to change clothes for gym class or to participate in physical activities
- arriving at school early and staying late
- knowledge of sexual behavior that is advanced for the child's age

Neglect

A child who is suspected of being *neglected* is a child who: (1) has been abandoned; (2) is being denied proper care and attention, physically, educationally, emotionally or morally; (3) is being permitted to live under conditions or circumstances injurious to the well-being of the child or youth; or (4) has been abused.

Educational neglect occurs when a parent/guardian of a child, age seven (7) through fifteen (15), interferes with the ability of the child to consistently receive a program of educational services provided by the school system or through home instruction in accordance with State Department of Education procedures.

Medical neglect is the refusal or failure on the part of the person responsible for the child's care to seek, obtain, and/or maintain those services for necessary medical, dental, or mental health care. Note that failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Emotional and Moral Neglect is the denial of proper care and attention to the child, emotionally and/or morally, by the person responsible for the child's care that may result in the child's maladaptive functioning. It includes behaviors such as

- encouraging the child to steal or engage in other illegal activities
- encouraging the child to use drugs and/or alcohol
- recognizing the child's need but failing to provide the child with emotional nurturance
- having inappropriate expectations of the child given the child's developmental level

Students

Child Abuse and Neglect (cont.)

Procedures To Be Followed When Someone Other Than A School Employee Is Suspected Of Abuse Or Neglect

- a. The concerned staff member will inform the building principal or designee.
- b. The concerned staff member should confer with a member of the support staff which includes a school social worker, school counselor, school psychologist, or school nurse for assistance in determining whether a DCF report is warranted. If there is evidence of physical injury, then the support staff member will ensure that the school nurse has been contacted.
- c. If the concerned staff member and the support staff determine that there is *reasonable cause to suspect or believe* that a child under age eighteen (18) has been abused or neglected or placed in imminent risk of serious harm then the support staff member will make an oral report as soon as possible but within twelve (12) hours to Connecticut Department of Children and Families (DCF) Child Abuse and Neglect Hotline ("Hotline") (1-800-542-2288). See C.G.S. §17a-101b(a). Since incidents of abuse and neglect often constitute a crime, staff persons shall also call the Bridgeport Police Department when there is belief that a crime has been committed. For those instances when there is disagreement as to whether a DCF referral should be made or if the concerned staff member has reason to believe that the support staff member will not make the report within twelve hours, please refer to paragraph 5.
- d. An oral report should contain the following information: 1) the names and addresses of the child and his parents or other person responsible for his care; 2) the age of the child; 3) the gender of the child; 4) the nature and extent of the child's injury or injuries, maltreatment or neglect; 5) the approximate date and time the injury or injuries to, or maltreatment or neglect occurred; 6) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his siblings; 7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; 8) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. See C.G.S. §17a-101d.
- e. No person of any level of authority has the right to veto a decision to report or otherwise order a mandated reporter not to report. In addition, as a mandatory reporter, the concerned staff member is responsible for making a report or causing a report to be made when he or she has *reasonable cause to suspect or believe* that a child has been abused or neglected. See C.G.S. §17a-101b(a). Therefore, if after conferring with a support staff person who does not agree that a report should be made, the concerned staff member still feels that there is reasonable cause to suspect or believe that abuse or neglect has occurred, then the concerned staff member shall make the oral and written report. Likewise, if the concerned staff member has reason to believe that the support staff member will not make or has not made the oral report within the required twelve (12) hour time period, then the concerned staff member should make the oral and written report. See Id.
- f. If the student who is suspected of being abused or neglected is eighteen (18) years old or older, the support staff member should report suspected abuse directly to the Bridgeport Police Department.

Students

Child Abuse and Neglect (cont.)

Procedures To Be Followed When Someone Other Than A School Employee Is Suspected Of Abuse Or Neglect (cont.)

- g. Within forty-eight (48) hours of making an oral report, the concerned staff member and support staff person shall submit a written report to the Commissioner of Children and Families or his/her representative in the following manner. See C.G.S. §17a-101c. The support staff person will complete the Report of Suspected Child Abuse/Neglect form (DCF-136, see attached) with input from the concerned staff member and both individuals will sign the form. The support staff person will send the completed form to the DCF Hotline, 505 Hudson Street, Hartford, CT 06106. He or she also will submit a copy of the written report to the principal. After it has been reviewed by the principal, the principal will file the copy of document he or she was given in the school's locked confidential files.
- h. The support staff person who makes the oral report to DCF should confer with DCF regarding if and when the parent or guardian will be notified of the DCF report. Details of parent notification must be reduced to writing and kept with the completed DCF referral form in the school's locked confidential files.
- i. If the concerned staff member and the support staff person determine that a referral to DCF is not warranted, they will document: 1) the circumstances leading to the staff member's initial suspicion of abuse or neglect, 2) the steps taken to investigate, 3) the reason(s) for the staff member's decision not to make a DCF referral; and 4) any contact made with the child's parent/guardian. The document will be stored in the school's locked confidential files.

Procedures To Be Followed When A School Employee Is Suspected Of Abuse Or Neglect

- a. The concerned staff member will inform the building principal or designee if he or she suspects abuse by an employee or non-employee who works with students at district schools or at district sponsored activities. See C.G.S. §17a-101b(d). The building principal will notify the appropriate Assistant Superintendent and the Chief of Staff. If the principal is suspected of such activity, then the report shall be made to the appropriate Assistant Superintendent or designee.
- b. The concerned staff member, principal or Assistant Superintendent, and the Director of Social Work will determine whether there is *reasonable cause to suspect or believe* that a child under age eighteen (18) has been abused or neglected or placed in imminent risk of serious harm by a school employee. See C.G.S. §17a-101b(d). If these individuals decide that a DCF referral is warranted, the Director of Social Work will make an oral report as soon as possible but within twelve (12) hours to Connecticut Department of Children and Families (DCF) Child Abuse and Neglect Hotline ("Hotline") (1-800-542-2288). See C.G.S. §17a-101b(a). Since incidents of abuse and neglect often constitute a crime, staff persons shall also call the Bridgeport Police Department when there is belief that a crime has been committed. For those instances when there is disagreement as to whether a DCF referral should be made or if the concerned staff member has reason to believe that the Director of Social Work will not make the report within twelve hours, please refer to paragraph 4.

Students

Child Abuse and Neglect (cont.)

Procedures To Be Followed When A School Employee Is Suspected Of Abuse Or Neglect (cont.)

- c. An oral report should contain the following information: 1) the names and addresses of the child and his parents or other person responsible for his care; 2) the age of the child; 3) the gender of the child; 4) the nature and extent of the child's injury or injuries, maltreatment or neglect; 5) the approximate date and time the injury or injuries, or maltreatment or neglect occurred; 6) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings; 7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; 8) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. See C.G.S. §17a-101d.
- d. No person of any level of authority has the right to veto a decision to report or otherwise order a mandated reporter not to report. In addition, as a mandatory reporter, the concerned staff member is responsible for making a report or causing a report to be made when he or she has *reasonable cause to suspect or believe* that a child has been abused or neglected. See C.G.S. §17a-101b(d). Therefore, if after conferring with the appropriate member of the administration and the Director of Social Work there is not a consensus as to whether a report should be made and the concerned staff member still feels that there is reasonable cause to suspect or believe that abuse or neglect has occurred, then the concerned staff member shall make the oral and written report. Likewise, if the concerned staff member has reason to believe that the Director of Social Work will not make or has not made the oral report within the required twelve (12) hour time period, then the concerned staff member shall make the oral and written report. See Id.
- e. The principal or Assistant Superintendent shall immediately notify the child's parents or other person responsible for the child's care that a report has been made. See C.G.S. §17a-101b(d). Details of such notification shall be reduced to writing and filed with the Human Resources Office, the Office of the Director of Social Work and the Office of the Assistant Superintendent for Youth Development.
- f. Within forty-eight (48) hours of making an oral report, the Director of Social Work will submit a written report to the Commissioner of DCF. See C.G.S. §17a-101c. The Director of Social Work will complete the Report of Suspected Child Abuse/Neglect form (DCF-136) with input from the concerned staff member and both individuals will sign the form. The Director of Social Work will send the completed form to the DCF Hotline, 505 Hudson Street, Hartford, CT 06106. He or she also should submit a copy of the written report to the principal or to the Assistant Superintendent, if the principal is the accused perpetrator. After it has been reviewed by the principal or Assistant Superintendent, said individual will give copies of the report to the Director of Human Resources, Director of Social Work and the Assistant Superintendent for filing. Under no circumstances should the report or a copy thereof be filed anywhere in the school building.

Students

Child Abuse and Neglect (cont.)

Procedures To Be Followed When A School Employee Is Suspected Of Abuse Or Neglect (cont.)

- g. If the concerned staff member, Director of Social Work, and the principal or Assistant Superintendent determine that a referral to DCF is not warranted, the principal or Assistant Superintendent will document: 1) the reason(s) for the initial suspicion, 2) the steps taken to investigate in response to the initial suspicion, 3) the reason(s) for the reporter's decision not to make a referral; and 4) any contact made with the child's parent or guardian. Copies of such documentation should be given to the Director of Human Resources, Director of Social Work and the Assistant Superintendent for Youth Development for filing.

Reporting requirements for suspected abuse or neglect of students with mental retardation

Suspected abuse or neglect of students (ages 18 and over) with mental retardation must be reported to the Office of Protection and Advocacy (1-800-442-7303) within seventy-two (72) hours after the suspicion or belief arises. A written report must follow within five days of the oral report (see attached).

Reporting Requirements for Non-Employees

Non-employees with reasonable cause to suspect or believe that child has been abused or neglected must notify an administrator or support staff person. See C.G.S. §17a-101a. Non-employees include individuals who work with students at the district's schools or at district sponsored activities. See *I.B. (above)* for guidance regarding when a report must be made.

Confidentiality and Retaliation

All school staff members are reminded that they must maintain the confidentiality of the student and family. Therefore, any information regarding suspicions of abuse or neglect should be disclosed only to those persons indicated in the reporting policy or who are otherwise designated to provide assistance and support. All records pertaining to suspected abuse including DCF referral reports and documents regarding decisions not to report should be kept in the school's locked confidential files. Under no circumstances should said documents be filed in a student's cumulative file, nor should they follow the student if he or she becomes a student at a different school.

No administrator, teacher, staff member or student shall in any manner discriminate or retaliate against any employee who in good faith reports suspected abuse or neglect, or who participates or provides information in connection with the investigation of the suspected abuse or neglect. See C.G.S. §17a-101e(a). Any employer who is found to have discriminated or retaliated against an employee who reports suspected abuse or neglect may be fined up to two thousand five hundred dollars (\$2,500). See *Id.*

What Happens After A Report Is Made to DCF?

Once the oral report is phoned in to the DCF Hotline, DCF will immediately evaluate and classify the report of suspected abuse or neglect. See C.G.S. §17a-101g(a). If the report contains information to warrant an investigation, DCF will make its best effort to begin an investigation within two hours if there is an imminent risk of physical harm to a child or another emergency; and within three days for all other reports. In all cases, DCF must complete the investigation in forty-five (45) calendar days.

Students

Child Abuse and Neglect (cont.)

What Happens After A Report Is Made to DCF? (cont.)

See Id. DCF staff will notify the Bridgeport Police Department within twelve (12) hours if the report involves allegations of sexual abuse or serious physical abuse or neglect.

The responsibilities of the mandated reporter are ongoing and do not cease once the reporter makes an initial report. Therefore, whether or not the case is accepted by DCF, all school personnel including the initial reporter and the support staff will continue to monitor the student's behavior and appearance to determine if additional reports to the DCF Hotline should be made.

1. Action Taken Against Employee After Completion Of DCF Investigation

If after conducting an investigation, DCF has reasonable cause to believe that a child has been abused by a school employee, the Commissioner shall notify the Superintendent and provide records concerning the investigation. See C.G.S. §17a-101i(a). The Superintendent shall suspend the employee with pay and within seventy-two (72) hours after said suspension, shall notify the Board of Education and Commissioner of the Department of Education of the reasons for and conditions of the suspension. See Id. The Superintendent also shall disclose the investigation records to the Commissioner of Education and the Board of Education for purposes of review of the employee's employment status or the status of the employee's certificate. See Id. The suspension of the employee shall remain in effect until the Board of Education determines the individual's employment status. See C.G.S. §17a-101i(b).

2. Action taken against employee pending outcome of DCF investigation

Pending the outcome of the DCF investigation, the Superintendent has absolute discretion whether or not to place said employee on administrative leave with pay.

Inappropriate Behavior by A School Employee

Inappropriate behavior by staff members will not be tolerated and, therefore, regardless of whether a report is made to DCF and regardless of the outcome of a DCF investigation in the event that a report is made, the Board of Education will inquire into whether a school employee's behavior was inappropriate. Furthermore, the Board of Education reserves the right to discipline employees for inappropriate behavior including but not limited to:

- a. inappropriate physical touching of a student such as for purposes other than ensuring his or her health or safety
- b. behavior constituting sexual harassment including:
 - i suggestive or obscene letters, notes, derogatory comments, slurs, jokes epithets, obscene gestures, display of sexually suggestive objects, pictures, cartoons or graffiti
 - ii unwelcome or unwanted sexually oriented verbal comments, suggestions, requests, physical contacts or attention
 - iii coercive sexual behavior used to control, influence, or threaten other students to participate in activities
 - iv coercive sexual behavior used to control influence, or affect the educational opportunities, grades, and/or learning environment of a student
- c. any behavior that would put a student at risk

Students

Child Abuse and Neglect (cont.)

Failure to Report and Immunity

A mandated reporter who fails to report suspected abuse or neglect despite reasonable cause to suspect or believe that such abuse or neglect has occurred, may be required to go through training, is subject to criminal prosecution and can be fined no less than five hundred dollars (\$500) and up to two thousand five hundred dollars (\$2,500). See C.G.S. §17a-101a.

Any school employee who complies with the reporting requirements described in this policy in good faith is immune from liability whether or not the abuse is substantiated. See C.G.S. §17a-101e(b).

School Interviews and Protection of the Child

1. After a report is made to DCF, a DCF worker will determine if a school interview is appropriate.
2. The DCF worker will notify the principal/designee prior to a school interview and must provide identification when checking into the school. DCF is solely responsible for scheduling a school interview and for obtaining parental consent prior to the interview unless DCF has reason to believe such person or a member of the child's household is the alleged perpetrator. See C.G.S. §17a-101h. If consent is not required, the interview should be conducted in the presence of a disinterested adult. When the DCF worker interviews the student in school, involved school personnel shall be available both to support the student and to provide information requested by DCF.
3. In order to ensure the child's safety, DCF may, through a court order or invoking the ninety-six (96) hour hold, remove from the school any child that is in imminent risk of physical harm from his/her surroundings such that immediate removal from such surroundings is necessary to ensure the child's safety. If removal of the student from school is necessary, the DCF worker shall inform the principal/designee and the student's parents/guardians of the removal. See C.G.S. §17a-101h.
4. It is the responsibility of DCF, not school personnel, to notify the student's parent/guardian of any actions taken by DCF following the interview.
5. Should the DCF worker not arrive as scheduled and school personnel decide that the retention of the student beyond the school day is necessary to protect the student's physical well-being, the principal/designee must attempt to notify the parents/guardians of the child. If reasonable attempts to notify the parents/guardians fail, the principal shall retain the child and continue efforts to contact the parents/guardians. The principal/designee shall remain with the retained child.
6. DCF will notify the referrer as to the disposition of the case however, if at any time, the referrer has not been so notified or has additional concerns, she/he may contact DCF regarding its disposition of the case. If DCF accepts the case for intervention/treatment, ongoing dialogue between the DCF worker and school personnel may be necessary to assess the student's progress.

Students

Child Abuse and Neglect (cont.)

Guidelines for Physical Examination and Medical Treatment of a Student

Physical Examination Of The Student

The student should be physically examined only when there is reasonable cause to suspect or believe that a student has been abused or neglected, or when there is an apparent need for emergency medical treatment. A school nurse and a school medical advisor are the only persons who may physically examine a student, and may request that a student remove clothing only when the following conditions exist:

1. a student has identified a particular injury the extent of which can be determined only by removing the student's clothing;
2. the examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse; and
3. the request is made in such a manner that the student clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.
4. In the case of suspected sexual abuse, the DCF worker will refer the student for a physical examination by medical personnel

Medical Treatment

If there is need for emergency first aid and a school nurse or school medical advisor is not readily available, other school personnel who have completed a certified first aid course may render emergency first aid to the child. When an emergency situation that is the result of suspected child abuse exists, the principal and/or school-based medical personnel will arrange for transportation to a hospital to the same extent it would be provided to the student in need of emergency service.

Students

Suicide Prevention and Intervention

The Bridgeport Board of Education recognizes that suicide has become one of the leading causes of death among young people and, consequently, is a concern to this school system and the community it serves. Because one function of a school system is to provide an environment that will foster positive youth development, and because of societal changes that have resulted in increasing numbers of children who are “at risk” for suicide, the Bridgeport Board of Education wishes to take a pro-active stance in addressing the problem of youth suicide.

The Bridgeport Board of Education recognizes its moral and ethical responsibility to provide programs conducive to the positive development of youth and to provide appropriate intervention and referral for those potentially suicidal youth who come to the attention of school personnel. At the same time, the Bridgeport Board of Education recognizes that suicide is a complex issue. While the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling but must refer the youth to an appropriate facility for such assessment and counseling.

Therefore, in accordance with Connecticut General Statute 10-221(e), any school employee who may have knowledge of a potential suicide must take the proper steps as specified in administrative procedures to report this information to the designated school team, which will in turn notify the appropriate school officials, the student's family, and appropriate community resources.

Legal Reference: Connecticut General Statutes 10-221(e) Boards of education to prescribe rules.

Students

Suicide Prevention and Intervention (cont.)

The following administrative guidelines are intended to guide actions regarding potential suicidal students who may come to the school's attention within five different situational categories:

1. **Primary Prevention** –Actions that the school system will undertake in order to promote conditions that reduce the risk of possible youth suicide.
2. **Situation #1: Students At Risk For Suicide** (page b) –Actions to be taken by the school system with regard to students who are identified as having potential risk for suicide because of their life circumstances or conditions.
3. **Situation #2: Students At High Risk For Suicide** (page c) –Actions to be taken by the school system with regard to students who are identified as exhibiting commonly recognized warning signs of potential suicide.
4. **Situation #3: Students Who Have Attempted Suicide** (page k) –Actions to be taken by the school system with regard to students who are identified as having made a suicide attempt.
5. **Situation #4: Students Who Have Completed Suicide or Have Suffered Sudden Death** (page o) –Actions to be taken by the school system following a death by suicide or for responding to sudden death of a student/staff person.

All school district staff have a responsibility to share with a building principal observations of student behavior that appear to be related to the possibility of suicide. The principal, in turn, has a responsibility to follow the guidelines attached to the Board Policy on suicide. If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the school system, the principal shall consult with the designated SAT or crisis intervention team to make such a decision and shall make appropriate documentation of the circumstances and the resulting decision.

The policy and procedures, associated guidelines, a listing of warning signs and risk factors, a sudden death intervention plan, and other appendices are available for review by staff in the principal's office and in the Superintendent's office.

The following staff guidelines will be included in the Professional Manual for use by staff.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #1: Students At Risk For Suicide

Students who may be at risk for suicide include students whose life conditions and/or behaviors are among those listed in Appendix B. Since prediction of potential suicidal is extremely difficult, the list may not be all inclusive, and staff are encouraged to be sensitive to other factors that they believe might put a student at risk for suicide even if they do not appear on this list.

Staff Actions: Staff who have identified an “at risk” student must bring this student's name to the attention of the school principal as soon as possible.

Administrative Actions: Depending on the circumstances, the principal and/or designee may select one or some combinations of the following options:

- Contact student
- Contact student's teachers for further information
- Contact student's parent/guardian
- Refer student to in-school resources
- Refer student/family to out-of-school resources
- Select other options as warranted by the circumstances

Follow-up

Staff: Staff will be asked to monitor students who have been identified as “at risk” and should notify the principal or his/her designee if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning. “At risk” students should also be monitored more closely following a suicide attempt or completion in the school community. All communication between staff and the principal or his/her designee regarding “at risk” students shall be treated confidentially.

Administrative: Following a suicide attempt or completion in the community, the principal will monitor “at risk” students more intensively and, if circumstances warrant, will contact the students and/or their families to offer assistance. If an “at risk” student is exhibiting a pattern of decline following another’s suicide attempt or completion, procedures for “high risk” students should be followed. All communication between staff and the principal or his/her designee regarding “at risk” students shall be treated confidentially.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #2: Students At High Risk For Suicide

Identification: High risk students include those who are exhibiting the commonly recognized warning signs of suicide as listed in Appendix B. Staff are encouraged to be sensitive to other signs they believe may indicate a student is feeling suicidal.

In order to facilitate such identification, the Bridgeport Board of Education will provide training to appropriate staff and students in recognizing the warning signs of suicide; furthermore, special initiatives will be undertaken to inform parent/guardian of these warning signs. The Bridgeport school system will also seek to enlist formal and informal peer contact systems to encourage students to recognize and refer students about whom they are concerned.

Staff Actions During School Hours: School staff who have identified a student who exhibits the signs as noted in Appendix B or who have other reason to believe the student is at high risk for suicide must immediately bring that student's name to the attention of the principal or his/her designee. This must be done even if the student has confided in the staff person and asked the staff person to keep their discussion confidential (in such cases, the staff person will explain that he/she cannot keep confidentiality in these circumstances). All communications among staff persons, however, will be treated with the utmost confidentiality as appropriate under the circumstances consistent with effectuating their obligations under this policy.

After School Hours Staff Action: If a staff member has become aware of a potentially suicidal student during after-school hours, he/she will try to estimate the level of suicide risk by talking to the student and take the following actions:

1. **Imminent Risk of Suicide:** Contact the local police and give them information about the situation and the student's whereabouts. If the circumstances are very serious, stay on the phone or in contact with the student until someone can be enlisted to summon help. A contact should be made as soon as possible with the building principal who will act in accordance with existing guidelines.
2. **No Imminent Risk of Suicide:** Contact the building principal, who will consult with the local crisis center and will act in accordance with existing guidelines.

Note: If the staff person is not able to assess the level of risk, he/she will contact the principal, who will make a judgment about contacting the local crisis center and following existing guidelines.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #2: Students At High Risk For Suicide (cont.)

Administrative Actions – Notification During School Hours

1. Depending on the seriousness of the situation, the principal or designee will make a decision about whether to proceed on his/her own or confer with the SAT. In all cases, the team administrator will be notified.
2. The principal or designee will gather background information prior to contacting the student unless there appears to be imminent risk of self-harm (if imminent risk, proceed to step 3).
This background check will be done on the same day as the referral and might include:
 - further discussion with the person who made the referral and/or
 - contact with other staff members to get data on recent performance.
3. The principal or designee will, at the earliest possible moment following the collection of information, make contact with the student for the purpose of obtaining information about the seriousness of the situation.
4. Based on the results of this interview and other available information, the principal or designee will take the following actions relevant to the risk level of the situation:
 - a. **High Risk Situation:** The student has the intent to kill him/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of oneness, hopelessness, helplessness, and the inability to tolerate any more pain.
 - i. The principal or designee will ask the student to sign an agreement not to harm him/her-self without prior contact with the designated local crisis center.
 - ii. The principal or designee will not leave the student alone but will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting his/her parent/guardian because of their deep concern for him/her.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #2: Students At High Risk For Suicide (cont.)****Administrative Actions – Notification During School Hours (cont.)**

- iii. The principal or designee will contact or arrange for someone to:
 - contact the student's parent/guardian to inform them of the situation and to request that they come to the school immediately
 - obtain further information from the parent/guardian concerning the student's mental health history, including therapy and previous suicide attempts. If the student is currently being seen by a mental health professional, the administrator will ask for parental permission to speak with that professional
 - convene the team
- iv. An appropriate team member will contact the student's therapist and may also elect to contact an approved trained professional (psychiatrist, crisis worker, etc.) for further consultation.
- v. If the parent/guardian cannot be contacted or if they refuse to come to school and the team determines that a medical emergency exists, normal procedures for such emergencies will be followed.
- vi. When the parent/guardian arrive at school, the principal, the person who interviewed the student, and, if appropriate, the outside consultant will meet with them. The following points should be covered in the meeting:
 - the utmost seriousness of the situation
 - the need for an immediate suicide risk evaluation at a medical or mental health facility
 - the need for continued monitoring of the student at home if he/she is released following the evaluation
 - the need to "suicide-proof" their home, especially in removing the method the student had described in his/her plan
 - the need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent/guardian to coordinate in-school support with out-of-school care)
 - a request for parent/guardian to sign a release of information form for communication among the school, the facility to which the student will be taken, the student's therapist, and other individuals as appropriate

Students**Suicide Prevention and Intervention (cont.)****SITUATION #2: Students At High Risk For Suicide (cont.)****Administrative Actions – Notification During School Hours (cont.)**

- vii. Following the meeting, parent/guardian will accompany their child to the designated facility. If appropriate, a team member may also accompany them.
- viii. If the parent/guardian refuse to come to school, if they come but refuse to cooperate, and/or if their response can be harmful to their child, the principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families, and, if necessary, file such a report with DCF. In addition, the school will inform the parent/guardian that it will not accept the student back until a formal mental health evaluation has taken place. This exclusion will be done in compliance with state regulations and will only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if circumstances warrant.
- ix. Follow-Up
 - The following day a team member will contact the family to discuss its plans to provide professional help and support to the student. The team will meet to develop a plan of action for in-school support of the student.
 - If the student is in school the following day, the team members who interviewed the student the previous day will meet with the student to offer continuing support.
 - The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring should include:
 - (i) frequent contact with the student
 - (ii) frequent contact with the student's therapist
 - (iii) contact with the parent/guardian as appropriate
 - (iv) contact with the staff and the student's friends as appropriate

Students**Suicide Prevention and Intervention (cont.)****SITUATION #2: Students At High Risk For Suicide (cont.)****Administrative Actions - Notification During School Hours (cont.)**

- b. **Mid-level Risk:** The student has some intent to kill himself and has thought about how he/she would do it. He/she has access to the methods he/she has described but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows willingness to accept help.
- i. The principal/designee will ask the student to sign an agreement not to harm himself/herself without prior contact with the designated local crisis center.
 - ii. The principal/designee will work with the student to create an adult support system from whom he/she is willing and able to receive support and will offer to speak with those people on the student's behalf.
 - iii. The principal/designee will explain to the student that he/she is required to contact the student's parent/guardian in order to arrange for professional help and to develop an appropriate support system.
 - iv. Following the meeting with the student, the principal/designee will:
 - convene the team to plan a course of action.
 - contact the student's parent/guardian to inform them of the situation and to request a meeting later that day or the following day at the latest.
 - obtain further information from the parent/guardian concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the administrator will ask for parental permission to speak with that professional.
 - v. A team member will contact the student's therapist (if applicable) and may also elect to contact an approved, trained helping professional for further consultation.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #2: Students At High Risk For Suicide (cont.)****Administrative Actions – Notification During School Hours (cont.)**

- vi. When the parent/guardian arrive for the meeting, the principal and the person who interviewed the student will meet with them. The following points should be covered in the meeting:
- the utmost seriousness of the situation.
 - the need for suicidal risk evaluation at a medical or mental health facility as soon as possible. If possible, this appointment will be scheduled during the meeting.
 - the need for continued monitoring of the student at home over the coming weeks.
 - the need to “suicide-proof” their home, especially in removing the method the student had described in his/her plan.
 - the need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent/guardian to coordinate in-school support with out-of-school care).
 - information about resources the parent/guardian can contact in case of an emergency.
 - a request for parent/guardian to sign a release of information form for communication among the school, the facility to which the student will be taken, the therapist, and other individuals as appropriate.
- vii. If the parent/guardian refuse to come to school, if they come but refuse to cooperate, and/or if their response can be harmful to their child, the principal/designee will explain that the school may be required to file a medical neglect report with DCF, and, if necessary, file a report with DCF. In addition, the school will inform the parent/guardian that they will not accept the student back until a formal mental health evaluation has taken place. This exclusion from school will be done in accordance with state regulations and should only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if the circumstances warrant.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #2: Students At High Risk For Suicide (cont.)

Administrative Actions - Notification During School Hours (cont.)

viii. Follow-up

- The following day a team member will contact the family to discuss its plans to provide professional help and support to the student, and the team will meet to develop a plan of action for in-school support of the student.
 - If the student is in school the following day, the team member who interviewed him/her the previous day will meet with him/her to offer continuing support.
 - The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring will include:
 - (i) frequent contact with the student
 - (ii) frequent contact with the student's therapist
 - (iii) contact with the parent/guardian as appropriate
 - (iv) contact with the staff and the student's friends as appropriate
- c. **Low Level Risk:** The student has some intent to kill himself/herself but has only a vague plan or no plan on how to do it, with very low access to a possible method. Although she/he expresses feelings of hopelessness and helplessness, she/he is able to describe how things could change in order to be better.

Procedures to be followed are the same as for mid-level lethality.

- d. **Very Low Level Risk:** The student has not seriously considered suicide and has no plan or method. He/she is experiencing feelings of intense pain but is willing to work to help change things.
- i. The principal or designee will stress the availability of helping resources within the school.
 - ii. The principal or designee will discuss with the student the importance of involving his/her parents/guardians in order to obtain professional help in solving the student's problems. If the student is highly resistant to parent contact and if the principal or designee feels that serious negative consequences for the student will result from such contact, he/she will agree to postpone such contact for 24 hours but will set up a meeting with the student for the following day to discuss it further.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #2: Students At High Risk For Suicide (cont.)****Administrative Actions – Notification During School Hours (cont.)**

- iii. The principal or designee will convene the team. The team will develop a plan of action to help the student and make a decision regarding parent contact.
- iv. Follow-Up
 - The principal or designee will contact the student's parent/guardian(s), if appropriate, and discuss possible sources of professional help.
 - The principal or designee will ask the parent(s) to sign a release form for sharing of information between the school and therapist, and will maintain frequent contact with the family.
 - If it is deemed not appropriate to contact parent/guardian(s) at this time, the principal or designee will continue to meet frequently with the student to offer support and help and encourage parent involvement.
 - If the student's condition deteriorates, immediate parent/guardian contact will be made.

Administrative Actions – Notification Outside School Hours

When a staff member notifies the principal/designee about a potentially suicidal student outside school hours, the principal/designee will:

1. Obtain whatever information the staff member is able to provide, including the student's name and location.
2. Contact the student's parent/guardian and encourage them to contact the local crisis center for an evaluation of the student's risk for suicide. If the parent/guardian are unavailable, the principal/designee will contact the local crisis center to determine the best course of action and will cooperate with the center in taking such action.

All guidelines for in-school referral will be followed as appropriate.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #2: Students At High Risk For Suicide (cont.)

Staff Follow-Up

Staff will be asked to monitor the student who has been identified as “high risk” and should notify the principal/designee if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning.

“High risk” students should also be monitored more closely following a suicide attempt or completion in the school community. All communication between the staff and the principal/designee regarding “high risk” students shall be treated confidentially.

SITUATION #3: Students Who Have Attempted Suicide

Out of School Attempt

Staff Actions: The staff member who receives information about an attempted suicide will immediately contact the school principal/designee, who will try to verify the information.

Administrative Actions: The principal/designee will call a meeting of the SAT as soon as possible to develop a plan of action and to delegate responsibilities.

Actions should include:

1. Contacting the student’s family for the purpose of verifying information, offering support and possible referrals, sharing information about the importance of careful monitoring of their child, and “suicide proofing” the home.

Asking parent/guardian to meet with designated SAT members prior to the student’s re-entry to school. If the student is hospitalized, the parent/guardian will be asked to sign release forms for sharing of information between the school and the hospital.

In addition, making arrangements for an SAT member to meet with the student in the hospital when it is appropriate (this will reduce the sense of shame and alienation the student may feel and ease his/her re-entry into school).

2. Notifying the staff. If the attempt is public knowledge, teachers will be informed. If knowledge of the attempted suicide is widespread, causing visible distress among the majority of students, staff may be asked to follow guidelines in Appendix C. Staff who are uncomfortable doing this will be assisted by an SAT member. An after-school meeting may be held to identify other “at risk” and “high risk” students and discuss concerns. If an attempt is not public, staff will be informed on a “need to know” basis.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #3: Students Who Have Attempted Suicide (cont.)

Out of School Attempt (cont.)

3. Developing a plan to monitor and support “at risk” and “high risk” students. If circumstances warrant, their parent/guardian will be contacted.
4. Developing a plan to contact friends of the student who has attempted suicide. Such contacts will be conducted as confidentially as possible, and these students will be encouraged to discuss their feelings with the team members or other qualified adults.
5. If appropriate, contacting the principal of the sibling’s school to share information about the attempt. Sibling will not be contacted, however, without prior consent from the parent/guardian, except in emergency situations.

Staff Follow-Up

Staff will be expected to monitor “at risk” and “high risk” students more closely following another student’s suicide attempt.

Administrative Follow-Up

- Meet with parent/guardian(s) to plan for the student's transition back to school; strongly encourage family to follow through on counseling referral; and sign releases for sharing of information.
- Continue to monitor other “at risk” and “high risk” students as needed.
- Assign a team member to meet with the returning student and provide ongoing support upon his/her return to school.
- Maintain contact with the student's family and therapist.

In-School Attempt

Staff Actions: The staff person who becomes aware of the attempt will immediately inform the principal/desiginee and the nurse.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #3: Students Who Have Attempted Suicide (cont.)

In-School Attempt (cont.)

Administrative Actions

- The principal/designee and the nurse will follow school medical emergency procedures to get immediate medical help for the student. If the situation warrants, the principal/designee will also call school security and the local police department.
- Parents/guardians will be contacted in accordance with medical emergency procedures.
- The school day will continue as normally as possible.
- An emergency meeting of the SAT will be convened to develop a plan and to delegate responsibilities.
- *If students and/or staff have witnessed the attempts, take the following actions:*
 - a. Have someone cover staff members' classes while designated team members meet with them to discuss their feelings. If they feel able to return to class, encourage them to do so but discourage them from talking about the attempt with students.
 - b. Meet with students who have witnessed the attempt in small groups; offer individual support to those who need it. If students feel able to return to class, encourage them to do so but discourage them from talking to other students about the attempt. Students should only be permitted to leave school in the company of their parent/guardian or other responsible adults.
 - c. Meet with students who are close friends of the attempter to inform them and offer support.
 - d. Follow guidelines in Appendix C if knowledge of the attempt is widespread through out the school. Staff who are uncomfortable doing this will be assisted by an SAT member.
- Conduct an after-school staff meeting to review the day's events, identify students who may be in need of extra support, and develop a plan to monitor and support those students whose own risk may be increased as a result of the suicide attempt.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #3: Students Who Have Attempted Suicide cont.)

In-School Attempt (cont.)

Staff Follow-Up

- Staff will be expected to continue with the school day as normally as possible.
- Staff will encourage students who seem distressed to seek help from the SAT.
- Staff will be expected to monitor "at risk" and "high risk" students more carefully following another student's suicide attempt.

Administrative Follow-Up

- Continue to monitor "at risk" and "high risk" students and friends of the attempter.
- Meet with parent/guardian to plan student's transition back to school; strongly encourage them to follow through on counseling referrals and to "suicide-proof" the home; sign release forms for sharing of information between school and therapist; maintain periodic contact with family and therapist.
- Assign SAT member to meet with the returning student and provide ongoing support upon his/her return to school.

Special Issues

School knowledge vs. family privacy: The team should use its judgment in balancing the need of some school staff to know what has happened vs. the family's desire and right to keep the attempt as private as possible.

Family does not follow through on referral for counseling: The school, under the principal's direction, will make every attempt to encourage parent/guardian to follow through on a referral for counseling. If the family refuses to obtain such help following a suicide attempt by their child, the school will explain that the school will be required to file a medical neglect report with DCF and will file such a report. In addition, the school will consult with the facility that treated the student to determine the best course of action in the interim.

Students

Suicide Prevention and Intervention (cont.)

SITUATION #3: Students Who Have Attempted Suicide (cont.)

Special Issues (cont.)

Situation cannot be handled adequately by building-based personnel: The principal/designee will call the appropriate Assistant Superintendent and the district crisis intervention team (through the director of psychological services, the director of social work, or the director of student support services) whenever a student's suicide attempt has affected a large number of people within the school or when building-based personnel need assistance in handling the situation.

SITUATION #4: Completed Suicide or Sudden Death of a Student

Day of Suicide/Death

Staff Actions: The staff person who receives the information will immediately notify the school principal/designee who will verify the information.

Administrative Actions

Notification of School Personnel

1. Out of School Hours Death

- a. Upon verification, the principal/designee will notify the Superintendent, the SAT administrator, and other appropriate administrators (principals of siblings' schools, special services personnel, etc.)
- b. The principal/designee will consult with the SAT administrator, and together they will contact other SAT members and staff as appropriate.

2. In-School Hours Death

- a. Follow administrative and staff actions as above.
- b. Convene emergency meeting of SAT which will meet immediately to develop a plan and delegate responsibilities. This should include:
 - a written statement of facts
 - a plan for contact with friends of student
 - a plan of who will be available for small group support
 - a plan to support teachers who are uncomfortable telling students
 - a plan as to who will deal with the media

Students

Suicide Prevention and Intervention (cont.)

SITUATION #4: Completed Suicide or Sudden Death of a Student (cont.)

Day of Suicide/Death (cont.)

- a decision whether to involve outside consultants if needed and appropriate decisions about who else will be notified (parents/guardians of friends, colleagues, PTA, etc.), who will collect student's personal belongings, and who will contact family
 - a plan to monitor and support other “at risk” and “high risk” students plans for a staff meeting
 - other tasks as identified by members
- c. Since most staff will be occupied, they will be notified of the basic facts (what, when, who) in writing and advised to follow designated procedures as outlined on the notification document.

Notification of Students

1. Out-of-School Hours

- a. The team members will inform parents/guardian of those students who were closest to the deceased student, ask them to share this information with their own child, and stress the availability of support at school.
- b. If these close friends are not notified the evening before, team members will contact them as soon as possible as they arrive at school, notify them, and stress the availability of support.
- c. All other students will be notified as soon as appropriate.

2. In-School Hours

- a. Before all staff are informed, those students who were closest to the person who has died will be informed individually by a team member or other support staff. In addition, the following guidelines will be observed:
 - If the student is already in a “risk” category and/or if the student is extremely upset and indicates he/she may be suicidal, assessing the risk of suicide.
 - Stressing the availability of support and developing a plan with the student about to whom he/she can go for support in and out of school.
 - Giving student the option of returning to class, continuing to meet with support personnel, or going home (with parental approval).
 - Allowing students to leave school only if accompanied by a parent/guardian or other responsible adult.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #4: Completed Suicide or Sudden Death of a Student (cont.)****Day of Suicide/Death (cont.)**

- b. The classroom teacher, an SAT member, or other support staff will inform students of the basic facts of the death and stress the availability of immediate and on-going support as specified in Appendix C. Students will be allowed to seek counseling as long as needed, to leave class for support, or to call their parents/guardian to go home.

Staff Meeting

1. If a general staff meeting is held prior to informing students of the death, the meeting will focus on reviewing the guidelines in Appendix C. Staff will also be asked to be aware of those students who are “at risk” or “high risk” or other students who may not voluntarily help and should be referred.
2. If the general staff meeting is held after students are informed, the meeting will focus on reviewing the day's events and identifying students as above.
3. In either case, great sensitivity will be taken in responding to staff member needs. Staff will be experiencing all feelings associated with death, and the availability of support for them will also be stressed. They will especially be encouraged to meet with a support staff person if they are experiencing guilt related to unobserved warning signs from the student or related to actions they may have taken with the student (discipline, grades, etc.)

End of Day SAT Meeting

- Review day's events
- Modify previous plans as needed
- Develop support plan for students who are in risk categories

Day Following Suicide/Death

Staff Actions: Staff will try to resume a normal class routine while being sensitive to encouraging distressed students to utilize the support services that are available.

Administrative Actions

1. If the death occurred after school, on a prior day, follow procedures as previously outlined and as needed and consider setting aside the first period of the day to inform students and discuss the situation.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #4: Completed Suicide or Sudden Death of a Student (cont.)****Day Following Suicide/Death (cont.)**

2. Return to normal as much as possible but continue to provide highly visible support. This support might consist of:
 - a. small group discussions in visible places (library, cafeteria)
 - b. availability of counselors in private rooms for one-to-one support
 - c. use of gym to “work off” feelings
 - d. participation in an action-orientated group that is focused on how to prevent further deaths
3. An administrator and SAT member(s) will visit the family to:
 - a. offer condolences and support
 - b. return personal possessions
 - c. determine funeral arrangements and family wishes regarding student/staff attendance at funeral
 - d. offer other assistance as needed and appropriate
4. Meeting of SAT will take place as needed during the day and after school to review the day and continue planning.

Second and Subsequent Days Following Death

Staff Actions: Continue to monitor “at risk” and “high risk” students and refer students to designated support centers as needed.

Administrative Actions

1. Announce funeral arrangements
 - a. A delegation will be selected to represent the school officially and to be supportive to students who attend.
 - b. Staff will be allowed to attend as appropriate.
 - c. Students will be allowed to attend, preferably with their parents/guardian, or, at the very least, with written parental permission.
2. Continue to monitor and support students. This may need to be intensified on the one week and one month anniversary of the death.

Students**Suicide Prevention and Intervention (cont.)****SITUATION #4: Completed Suicide or Sudden Death of a Student (cont.)****Second and Subsequent Days Following Death (cont.)**

3. Maintain frequent contact with staff to facilitate identification of students who may need extra support; weekly staff meetings are recommended for the first month.
4. Take care of business related to student as appropriate.
 - a. Delete names from lists, mailing lists.
 - b. Notify colleges to which the student had applied, if appropriate
 - c. Other

Note: The principal/designee will call upon the district crisis intervention team whenever a student's suicide or sudden death has affected a large number of people within the school or when building-based personnel need assistance in handling the situation.

Appendix A

SPECIAL ISSUES IN USING PROCEDURES

Communication:

The building principal shall maintain communication with the Superintendent of Schools about all suicides or suicide attempts and shall call on the central office for advice on how to proceed if the situation warrants. In turn, the Superintendent will keep the Board up-to-date on suicide-related issues as appropriate. All communications must be kept confidential as appropriate.

Documentation:

All actions taken by school personnel will be carefully documented. Such records will express facts, observable behaviors, and actions. They will not be placed in the student's permanent file. Following an attempt or completed suicide, the maintaining of a daily log is recommended.

Special Education:

In general, there should be no incompatibility between these procedures and those governing students in a special education classification. The team will work closely with pupil personnel staff and involve them whenever appropriate.

Contagion:

Sometimes a suicide attempt or completed suicide will trigger other suicide attempts. There is no clear body of knowledge about how or why this occurs and what unique circumstance cause it. The best preventive measure against the contagion effect seems to involve careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorizing the suicide, and the careful planning of prevention activities.

Drop-Outs:

To extent that the school continues to have contact with dropouts located in the community, resources of the school will be utilized to be of assistance as appropriate and as determined by the principal.

Anniversary Dates:

The week, month, or year anniversary of the death may trigger a delayed grief reaction or a suicide attempt modeled after the first. School personnel will be sensitive to this and intensify monitoring of students at these times.

Support for Suicide Team:

While SAT members will probably be sensitive to each other's needs for support, it can also be helpful to have an approved professional available during and following crisis periods to "debrief the team and offer support to individual members as needed.

Suicide at School: Suicide attempt procedures will be followed as outlined. Most experts agree it is better to keep students at school, where adult support systems are available, than to send them home, where no adult supervisors might be available to them. Students will only be released to their parents/guardians or other responsible adults should they ask to leave school.

Appendix B

WARNING SIGNS AND RISK FACTORS

It is important to note that adolescence is often a time of change and mood swings. When considering possible warning signs of suicide, one will look for the pattern (several related signs), the duration (two or more weeks of a given pattern), and the intensity and the presence of a particular crisis event. One will measure these against what is perceived to be normal for a given adolescent.

Perhaps most importantly, one should trust his/her instincts. When in doubt, seek help. Any young person exhibiting some combination of these signs or subject to those risk factors is probably in need of some type of help.

Early Warning Signs

Difficulties in School
 Depression (expressed as sadness
 or as angry acting out)
 Drug abuse
 Sleep disturbances
 Eating disturbances
 Loss of interest in activities
 Restlessness and agitation
 Feelings of failure
 Overt self criticism
 Overly self critical
 Anger and rage (especially if
 directed at a parent)
 Pessimism about life, about one's future
 Persistent physical complaints
 Inability to concentrate
 Preoccupation with death

Late Warning Signs

Talking about suicide, death
 Neglecting of appearance
 Dropping out of activities
 Isolating oneself from others

Precipitating Events

Loss of a close relationship
 Disciplinary crisis
 Loss of status with peers
 Argument with parent
 Identification with someone else
 who recently committed suicide
 Legal problems, school failure,
 truancy
 Incarceration
 Recent failure or setback
 Recent trauma (divorce, illness,
 move)
 Anniversary of someone else's
 suicide
 Fear of major change (graduation)
 Major change in life such as going to
 college

Appendix B (cont.)**WARNING SIGNS AND RISK FACTORS (cont.)****Late Warning Signs (cont.)**

Feeling that life is meaningless
Believing that no one can help them - helplessness
Suddenly improving in mood, behavior
Being preoccupied with one's failures, faults
Putting one's life in order
Giving away possessions

Family Factors

Suicide of a family member (especially a parent)
Loss of a parent through death
Family alcoholism
Absence of meaningful relationships and attachment within the family
Destructive, violent parent-child interactions
Inability to meet unrealistic parental expectations
Depressed, suicidal parents
Physical, emotional, or sexual abuse

Environmental Factors

Frequent mobility
School problems
Religious conflicts
Social loss
Social isolation and alienation
Incarceration for a crime
Loss of significant relationships
High levels of stress

Personal Factors

Depression
Feelings of powerlessness
Loneliness
Poor impulse control
Tunnel vision
Unresolved grief
Loss of identity, status
Desire for revenge or to punish another
Mental illness

Appendix B (cont.)**WARNING SIGNS AND RISK FACTORS (cont.)****Personal Factors (cont.)**

Confusion, conflict about sexual identity
Alienation from traditional societal values
Compulsive perfectionist
Lack of inner resources to deal with frustration
Inability to perceive death as final
Desire to be reunited with someone else who is dead

Behavioral Factors

Running away
Alcohol/drug abuse
Isolation from others
Fascination with death and/or violence and Satanism
Legal problems
Delinquency

Appendix C

GUIDELINES FOR TALKING TO STUDENTS ABOUT SUICIDE/SUDDEN DEATH

1. Prepare students for the serious and tragic nature of the information are about to be shared with them. Say that it is expected that this news will upset many of them and that both you and other staff are there to help them get through this.
2. Announce the facts of the situation and what actions are being taken as a result (i.e. all classes are being informed, counseling centers are being set up, etc.)
3. Allow students to react. Pay special attention to the following:
 - a. Dispel any rumors or unconfirmed information.
 - b. Stress that we each react differently to tragedies and must respect one another's feelings and ways of reacting.
 - c. Point out that grief, sadness, anger; guilt, fear and disbelief are all normal reactions to such news.
4. Convey a sense of acceptance for all the feelings expressed, avoid, judgmental or value statements about anyone's feelings.
5. Note that some people's feelings will be stronger than others and that individual help is available (name where and with whom) for those who want to discuss their feelings further with someone.
6. If student's reactions seem particularly intense or you feel unable to respond to them adequately, strongly encourage them to seek assistance from one of the designated counseling centers. Offer to accompany them to the center after class. Refer to student assistance team.
7. If students have questions are unable to answer or if you are feeling uncomfortable in the discussion, summon an SAT member to assist you.
8. Encourage students to be supportive of one another, but stress the importance of seeking help or encouraging their friends to seek help from adults if their feelings seem more intense or persistent than "normal".

Appendix C**GUIDELINES FOR TALKING TO STUDENTS ABOUT SUICIDE/SUDDEN DEATH (Cont.)**

9. Reassure students that they are not responsible for what happened - discourage guilt and unrealistic "hindsight regrets". Instead, focus discussion on how they might use what they now know to avoid similar tragedies in the future.
10. Stress that the feelings student now have are temporary and will diminish with time; display your own sense of assurance that things will get better.
11. In cases of suicide, avoid glamorizing the death of a dead person. Stress that this was a tragic and unnecessary event.
12. In cases of suicide, avoid focusing on the details or circumstances that led up to the person's death; stress that suicide is a permanent solution to a temporary problem, and focus on how the person might have received help to avoid this tragic ending. Stress that suicide is not a normal reaction to life's setbacks.
13. Allow students who do not want to participate in the discussion to study quietly in the room or seek assistance from one of the counseling centers. Don't assume that the lack of a visible reaction means the student has no reaction.
14. Allow as much time as students seem to need for the discussion. Try to move discussion toward how students can help one another express sympathy for the family and help to prevent (in the case of suicide) similar tragedies.
15. Students who wish to memorialize the dead person in some way should be referred to an SAT member.
16. End the class by reminding students of the counseling and support services that are available.

Students

First Amendment Rights

The Bridgeport Board of Education recognizes that students have the right to express themselves verbally, in writing, and by posting of materials in the schools. Such expressions shall be done in a judicious manner and shall be subject to review by the appropriate authority to determine that the content and the form are not obscene, libelous, vulgar or substantially disruptive to the educational process.

Students

First Amendment Rights

The intent of the Bridgeport Board of Education is to encourage student expression in school-sponsored, classroom, and other activities. The administration is charged to create an oversight process that would disallow only those forms of expression that would be judged obscene, libelous, seriously disruptive, or vulgar, and thus, interfere with legitimate pedagogical process.

For administrative guidance, herein are illustrated terms used:

Obscene:	those expressions that contain overt or explicit displays of sex
Seriously disruptive*:	those expressions that advocate violence, use of alcohol or drugs attack individuals, races, religions, creeds, ethnic or sexual groups, or others
Libelous:	those expressions that contain unsubstantiated character assaults on individuals or groups of people statements that are personally insulting
Vulgar:	those expressions that use sex, anatomy or slurs in the form of "jokes," parodies or other forms that degrade individuals, racial, ethnic, religious or sexual groups expletives lewdness

* In the opinion rendered in Hazelwood, the judges stated that the criteria for determining what is seriously disruptive must be concrete. "Undifferentiated fear or apprehension is not enough to overcome the right of freedom of expression."

Students

Nondiscrimination

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, marital status, age, or disability, subject to the conditions and limitations established by law.

Legal Reference: Title IX of the Elementary and Secondary Education Act of 1972, 20 U.S.C. §7801, et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S. C. §2000e, et seq.
Americans with Disabilities Act, 42 U.S.C. §12101, et seq.
Connecticut General Statutes § 10- 15c and 46a-8 1 a, et seq. Discrimination on basis of sexual orientation

Students

Police Questioning School Children in School During School Hours

Students may be questioned by police in school regarding a school-related matter. Students may be questioned in school during school hours in the presence of school principal or designee, and a parent/guardian when possible and appropriate. The parent/guardian will be notified prior to questioning except in the event of an emergency or when the parent/guardian cannot be reached. In that event, the parent/guardian will be notified of what transpired as soon as practicable.

The Bridgeport Board of Education opposes the practice of questioning students in school for events which occur outside of school.

In the event of any Law Enforcement Officer wishing to interview a student in regards to a previous crime, that Officer should first contact the Director of School Police & Security for assistance in such matters.

Students

Search and Seizure

1. Search of a Student and His/Her Effects

- a. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

2. Search of a Locker, Desk and Other Storage Area

- a. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to conduct random inspections of lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
 - b. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items, the possession of which is illegal, or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.
 - c. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.
3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Legal References: Connecticut General Statutes:
Section 10-221, Boards of Education to prescribe rules
Section 54-33n, Searches
New Jersey v. T.L.O.; 469 U.S. 325 (1985)

Students

Search And Seizure

1. Search of a Student and His/Her Effects

- a. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.
- b. A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
- c. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Both metal detectors and breathalyzers may be used to conduct searches to the extent authorized by Board policy.
- d. Strip searches are prohibited.
- e. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

- a. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.

Students

Search And Seizure (cont.)

- b. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- c. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- d. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).
- e. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration, in consultation with the Director of School Police and Security, may authorize law enforcement officials to search lockers/storage areas in accordance with Board 5142.12, Section 2(A).
- f. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

Legal References: Connecticut General Statutes:
Section 10-221, Boards of education to prescribe rules
Section 54-33n, Searches
New Jersey v. T.L.O., 469 U.S. 325 (1985)

Students

Search and Seizure

Use of Metal Detectors

1. Deployment of Metal Detecting Devices

- a. In view of the escalating presence of weapons in America's schools today, the Bridgeport Board of Education for the Bridgeport Public Schools authorizes the use of handheld metal detectors to check a student's person or personal effects.

2. Non-discriminatory Metal Detector Searchers

- a. School officials or law enforcement officers may conduct metal detector checks of groups or individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., upon students entering the school; all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups or individuals may not be used to single out a particular individual or category of individuals.
- b. If a school official or a law enforcement officer has a reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects. A student's failure to permit a metal detector check as provided in this will be considered grounds for disciplinary action.

3. Notification of Metal Detector Use

- a. Upon enrollment and at the beginning of each school year, students and parent/guardian shall receive notice that the district may use hand held metal detector checks as a part of its program to promote safety and deter the presence of weapons.
- b. If a school principal/designee determine that they want to deploy hand-held metal detectors on a random basis. They shall consult with appropriate staff and parents/guardian.

Students

Use of Physical Force

The use of physical force (corporal punishment) as a disciplinary measure is not permitted in the Bridgeport Public Schools.

In accordance with State statutes, a teacher, administrator, or other person entrusted with the care and supervision of a student may use reasonable physical force when he/she believes it is necessary to (a) protect himself/herself or others from immediate physical injury; (b) obtain possession of a dangerous instrument or controlled substance upon or within the control of such student; (c) protect property from physical damage; or (d) restrain or remove such student to another area to maintain order.

Legal Reference: Connecticut General Statutes
53-18a Use of reasonable force of deadly physical force generally; defense by teachers and certain other persons.

Students

On-Campus Recruitment

Subject to the provisions of subdivision (11) of subsection (b) of section 19 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

Students and their parent/guardian must be informed at the beginning of each school year of their right to request that the student's name, address and telephone number not be released to military recruiters.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

(cf. 5124 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-221b Boards of Education to establish written uniform re
treatment of recruiters.

Students

Married/Pregnant Students

Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school and provided appropriate support services as a part of the school program.

A pregnant high school student may remain in her regular school program as long as her physical and emotional condition permits. Any variation from a pregnant high school student's continuance in regular classes shall be based upon her specific needs. A pregnant middle school student shall be allowed to continue her education in an appropriate setting, which will be determined by a school team consisting of a support staff person, school principal and teacher in collaboration with the student's parent/guardian. Homebound instruction shall be provided only when the student's doctor determines that is necessary.

(cf. 6200 - Adult Continuing Education)

Legal Reference: Connecticut General Statutes
 10- 184 Duties of parents.
 10-186 Duties of local and regional boards of education re
 school attendance.
 State Board of Education Regulations
 10-76a-35 Educationally exceptional children.
 10-76d- 15 Homebound and hospitalized instruction
 (subsection b4).
 10-76d(e)(2) Duties and powers of boards of education to
 provide special education programs and services
 PA 96- An Act Concerning Technical Revisions to the
 Education Statutes.

Students

Bus Conduct

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus.

Students will be advised that they may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board of Education or administrative regulation.

If a student loses the bus privilege, he/she will be allowed to ride home that day only. Students who lose bus privileges are still required to attend school and it is the responsibility of parent/guardian to see that the students are in school. Students can be suspended/expelled from school due to unsatisfactory behavior on the school bus. Discipline code should be cross referenced.

(cf. 5131 - Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General Statutes
 10-186 Duties of local and regional boards of education re
 school attendance.
 10-220 Duties of boards of education.
 10-221 Boards of education to prescribe rules.
 10-233c Suspension of pupils.