

Norwalk Public Schools
HIGH SCHOOL
Student & Family Handbook
Grades 9-12
2022-23



BRIEN McMAHON HIGH SCHOOL | CENTER FOR GLOBAL STUDIES

300 HIGHLAND AVENUE

NORWALK, CONNECTICUT 06854

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FAX: 203-852-0832

September 1, 2023

Dear High School Families:

The High School Guide for Students and Families is a reliable tool to help you prepare for the upcoming school year. A careful review of the Code of Conduct, important dates, schedules, personnel phone numbers, and answers to frequently asked questions will help you experience a pleasant and meaningful school year. If you have any questions about this Guide's contents, please contact your counselor, dean, or assistant principal.

Have a fantastic year.

Sincerely,

Barbara Wood
Principal, Brien McMahon HS

Julie Parham
Principal, Center for Global Studies

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What To Do When You Have a Concern

Ladder of Referral

If a parent/guardian has a question or concern regarding their child's progress or well being within the school program, we urge you to follow the steps outlined below. Parent concerns about a student related to teaching staff should be referred first to the teacher. If your concern is not addressed to your satisfaction, then please follow the procedure outlined below:

Teacher

As soon as you have a concern, send a note, call, or email the teacher during school hours. Leave your name, phone number and time you can be reached. Please also follow this procedure for concerns about special programs and/or services. Teachers wish to hear more, not less, from parents. The majority of misunderstandings can be resolved with the teacher.

School Counselor

The School Counselor should be contacted before contacting the Principal.

Assistant Principal or Dean of Students

If the issue has not been resolved to your satisfaction, send a note, call, or email the Assistant Principal.

Principal

If the issue has still not been resolved to your satisfaction, send a note, call, or email the Principal.

Central Office

If necessary, the principal will direct you to staff at Norwalk Public School's Central Office.

Superintendent and Board of Education

After appropriate discussion with Central Office personnel, decisions may be appealed first to the Superintendent and ultimately to the Board of Education. Any appeal to the Board should be in writing and signed.

If you have questions or concerns about a teacher, please begin by contacting the teacher first. If your concern is not addressed to your satisfaction, then please follow the procedure outlined below:

1. Contact the Teacher
2. Then contact the School Counselor, Dean, or Social Worker
3. Then contact the Assistant Principal
4. then the Principal
5. then the Assistant Superintendent
6. then the Superintendent
7. and last the Board of Education

Your concerns may not always be related to a teacher. Some examples of areas of concern, staff responsibilities and sequential personnel for notification are shown below:

TEACHER	NURSE	SCHOOL COUNSELOR	ASST. PRINCIPAL /DEAN	PRINCIPAL
Program Classroom Policies Homework	Health Health Records Immunizations Physicals	Adjustment Problems Attendance Records Summer School Academic Problems Testing Information	Busing Discipline	Board Policies & Regulations

After appropriate discussion with Central Office personnel, decisions may be appealed first to the Superintendent and ultimately to the Board of Education. Any appeal to the Board should be in writing and signed.

Our Schools' Core Values and Beliefs

Core Values:

Norwalk Public Schools will prepare all students for the challenges of the 21st century by fostering intellectual curiosity and inspiring our students to become responsible, ethical, and innovative members of a global society.

Beliefs about Learning

Students learn best when....

- They are active and engaged in their own learning
- Parents/Guardians take an active and supportive role in their child's education on a daily basis
- Teachers promote a high level of intellectual curiosity by presenting students with dynamic, relevant (personalized), rigorous lessons
- There are clear and consistent expectations and rules for all students, faculty, staff and administrators
- There is a safe, supportive, respectful and collaborative environment

Learning Expectations

- Students, as innovative problem solvers, will draw upon prior knowledge to sustain active inquiry, and take educated risks as critical thinkers.
- Students, as ethical members of a diverse society, will demonstrate an understanding of civic rights and duties by positively and responsibly contributing to the school and larger community.
- Students, as 21st century communicators, will be able to listen, to write, speak and present ideas effectively.
- Students, as engaged learners, will be responsible for their learning and effectively contribute to the learning environment.

Board of Education

The Board's main purpose is to set policy to improve student learning. Board members are interested in the public's opinion on district issues because it helps them to set policy that reflects community values and expectations.

Meetings of the Board follow a planned and posted agenda including the opportunity for public comments.

In order to perform its duties in an open and public manner and in accordance with state law, the Norwalk Board of Education holds regular Workshop and Business meetings on the 1st and 3rd Tuesdays of each month at 7:00 PM. Normally, meetings are held in the Common Council Chambers at Norwalk City Hall, and occasionally at other locations across the district. Both the agenda and the location are posted on the district website the Friday prior to the meeting. Parents, students, and other community members are encouraged to attend.

Board of Education members are subject to change, contingent upon the results of the November elections *during an election year*. For updates, please consult:

https://norwalkps.org/38422_1

Central Office

Address: 125 East Avenue

Hours: 8:00 a.m. – 4:00 p.m.

Website: www.norwalkpublicschools.org

Main Number: 203-854-4000

TITLE	NAME	Phone	E-mail
Superintendent	Dr. Alexandra Estrella	203-854-4001	estrellaa@norwalkps.org
Deputy Superintendent of Excellence, Equity and Inclusion	Dr. Thomas McBryde, Jr.	203-854-4143	mcbrydet@norwalkps.org
Assistant Superintendent of Schools	Mr. Robert Pennington	203-854-4003	penningtonr@norwalkps.org
Assistant Superintendent of Business and Operations	Mrs. Sandra Faioes	203-854-4063	faiuess@norwalkps.org
Assistant Superintendent of Digital Learning and Innovation	Mr. Ralph Valenzisi	203-854-4081	valenzisir@norwalkps.org
Chief Financial Officer	Lunda Asmani	203-854-4126	asmanil@norwalkps.org
Chief of Staff and Communications		203-854-4044	
Director of Facilities	Mr. Bill Hodel	203-854-4053	hodelw@norwalkps.org
Education Administrator for School Support and Improvement for Humanities (K-12)	TBD	203-854-4080	
Education Administrator for School Support and Improvement for STEM (K-12)	Mrs. Tina Henckel	203-854-4111	henckelt@norwalkps.org
Assistant Education Administrator for MLL and World Languages	Ms. Taylor Da Silva	203-854-4027	dasilvat@norwalkps.org
Assistant Education Administrator for Gifted and Talented Programs	Ms. Lori Leibowitz	203-854-4134	leibowitzl@norwalkps.org
Health Services	Ms. JoAnn Malinowski	203-854-4128	mailinwoskij@norwalkps.org
Transportation	Ms. Johanna Zanvettor	203-854-4074	zanvettorj@norwalkps.org

Brien McMahon High School

Phone: 203-852-9488

Fax: 203-899-2813

Website: <https://bmhs.norwalkps.org>

Department Leaders

<u>DEPARTMENT</u>	<u>NAME</u>	<u>EXT.</u>	<u>EMAIL</u>
Principal-BMHS	Barbara Wood	11329	woodb@norwalkps.org
Asst. Principal-Grade 12	Shirley Ithier	11332	ithiers@norwalkps.org
Asst. Principal-Grade 11	Qadir Abdus-Salaam	11333	abdus-salaamq@norwalkps.org
Asst. Principal-Grade 10	A.J. Albano	11335	albanoa@norwalkps.org
Asst. Principal-Grade 9	LaShante James	11334	jamesl@norwalkps.org
English	Bridget Boger	12115	bogerb@norwalkps.org
Social Studies	Tanika Vellucci	12112	velluccit@norwalkps.org
Mathematics	Thomas O'Neil	12076	oneilt@norwalkps.org
Science	Eva Bartush	12040	bartushe@norwalkps.org
World Languages	Dr. Sylvia Galambos	11055	galamboss@norwalkps.org
Business	Emily Slattery	11077	slatterye@norwalkps.org
Art	Dr. Sarah Ritz-Swain	11111	swains@norwalkps.org
PE/Health	Tory Sullivan	11205	sullivant@norwalkps.org
NJROTC	Robert Killackey	11428	killackeyr@norwalkps.org
Multilingual Learning	Melissa O'Donnell	11039	odonnellm@norwalkps.org
Special Education	Walter Kobialka	11200	kobialkaw@norwalkps.org
Culinary Arts	Heather Devin	11095	devinh@norwalkps.org

Center for Global Studies

Phone: 203-852-9488

Fax: 203-852-0832

Website: <http://cgs.norwalkps.org>

Administration

<u>DEPARTMENT</u>	<u>NAME</u>	<u>EXT.</u>	<u>EMAIL</u>
Principal	Julie Parham	11007	parhamj@norwalkps.org
Assistant Principal	Jennifer Spero	11005	speroj@norwalkps.org
School Counselor	John Castelluzzo	11297	castelluzzoj@norwalkps.org
School Counselor	Lilliana Garcia	11008	garcial@norwalkps.org
Social Worker	Jennifer North	11016	northj@norwalkps.org
Special Education	Amanda Meyerson	11028	meyersona@norwalkps.org
Administrative Secretary	Tonia Taylor	11006	taylort@norwalkps.org
Para-Professional	Mervat Yakout	11028	yakoutm@norwalkps.org

Parent Groups

School Governance Council

School Governance Councils were created by the state's education reform law (Public Act 10-111) to enable parents, school staff, students (where appropriate) and community leaders to work together to improve student achievement. School Governance Councils serve in an advisory capacity and are charged with assisting the school administration in making programmatic and operational changes to improve the school's achievement.

District PTO Council

The mission of the Norwalk PTO Council is to support and speak on behalf of the educational needs of all Norwalk Public School children. The PTO Council serves as a resource for parents and the community on educational issues. The goal of the PTO Council is to maximize opportunities for communication among parents, teachers, administrators, Board of Education members, government officials, and the general public.

The PTO Council is a district-wide parent organization that meets on the fourth Monday of each month, at 7:30 p.m. except when date changes are made for scheduled school holidays. Locations vary, so please check the calendar on their website or contact your school's PTO representative.

PTO Council Representatives:

Diana Carpio and Lisa Nuzzo

Website: www.ptocouncil.org

Email: info@ptocouncil.org

Bell Schedules 22-23

A/B Block Schedule		House (Wednesdays)	
Warning 7:25	Tardy after 7:30	Warning 7:25	Tardy after 7:30
Block 1 (A/B) 7:30 – 9:00	(90)	Block 1 (A/B) 7:30 – 8:50	(80)
Block 2 (A/B) 9:05 – 10:35	(90)	Block 2 (A/B) 8:55 – 10:15	(80)
Announcements		Announcements	
Block 3 (A/B) 10:40– 12:40	(120) <i>Lunch</i>	HOUSE: 10:25 – 10:45	(25)
Block 4 (A/B) 12:45 – 2:15	(90)	Block 3 (A/B) 10:50 – 12:50	(120) <i>Lunch</i>
Dismissal 2:15		Block 4 (A/B) 12:55 – 2:15	(80)
<i>Lunch: (1)10:40-11:10, (2)11:25-11:55, (3)12:10-12:40</i>		Dismissal 2:15	
		<i>Lunch: (1)10:50-11:20, (2)11:35-12:05, (3) 12:20-12:50</i>	

DELAYED OPENING/EARLY DISMISSAL SCHEDULES

2 Hour Delayed Opening		2 Hour Early Dismissal	
Warning 9:25	Tardy after 9:30	Warning 7:25	Tardy after 7:30
Block 1 9:30 – 10:25	(55)	Block 1 7:30 – 8:30	(60)
Block 2 10:30 – 11:25	(55)	Block 2 8:35 – 9:35	(60)
<i>Block 3 11:30 – 1:15</i>	<i>(105) Lunch</i>	Block 3 9:40 – 10:40	(60)
Block 4 1:20 – 2:15	(55)	Block 4 10:45 – 11:45	(60)
Dismissal 2:15		Lunch 11:45-12:15	(30)
<i>Lunch: (1)11:30-12:00, (2) 12:10-12:40, (3)12:45-1:15</i>		Dismissal 12:15	
90-Minutes Delayed Opening		90-Minutes Early Dismissal	
Warning 8:55	Tardy after 9:00	Warning 7:25	Tardy after 7:30
Block 1 9:00 – 10:00	(60)	Block 1 7:30 – 8:38	(68)
Block 2 10:05 – 11:05	(60)	Block 2 8:43 – 9:51	(68)
<i>Block 3 11:10 – 1:10</i>	<i>(120) Lunch</i>	Block 3 9:56– 11:03	(67)
Block 4 1:15 – 2:15	(60)	Block 4 11:08 – 12:15	(67)
Dismissal 2:15		Lunch 12:15-12:45	(30)
<i>Lunch: (1)11:10-11:40, (2) 11:55-12:25, (3)12:40-1:10</i>		Dismissal 12:45	

Important Dates

September 2022

Sep 5, 2022 Labor Day - No School

Sep 26, 2022 Rosh Hashanah - No School

October 2022

Oct 5, 2022 Yom Kippur – No School

Oct 10, 2022 Indigenous Peoples’ Day - No School

Oct 17, 2022 Professional Development for staff – No Students

Oct 31, 2022 2-hour Early Dismissal (PD for staff)

November 2022

Nov 8, 2022 Professional Development for staff – No Students

Nov 11, 2022 Veteran’s Day - No School

Nov 23, 2022 2-hour Early Dismissal

November 24-25 Thanksgiving Recess - No School

December 2022

Dec 23, 2022 2-hour Early Dismissal

Dec 26 - Jan 2 Winter Recess - No School

January 2023

Jan 16, 2023 Dr. Martin Luther King Jr. Day - No School

Jan 30, 2023 2-hour Early Dismissal (PD for staff)

February 2023

Feb 16, 2023 Professional Development for staff - No students

February 17-20 President’s Day Recess - No School

March 2023

March 27, 2023 2-hour Early Dismissal (PD for Staff)

April 2023

Apr 7, 2023	Good Friday - No School
April 10-14	Spring Recess - No School
Apr 24, 2023	2-hour early dismissal (PD for staff)
May 2023	
May 15, 2023	2-hour early dismissal (PD for staff)
May 29, 2023	Memorial Day - No School
June 2023	
Jun 16, 2023	Tentative last day of school - Early Dismissal



College Admission Testing: PSAT, SAT, ACT, AP

PSAT (Preliminary Scholastic Aptitude Test) is a test that is designed as preparation for the SAT (Scholastic Aptitude Test) and is administered only in October. The SAT I and Subject Tests (SAT II) are administered throughout the school year and are required by many colleges and universities as part of the admissions process. The dates of the tests are listed below.

PSAT Test Dates for 2022 (www.collegeboard.com)

The PSAT will be held at CGS & Brien McMahon High Schools on October 12 and October 19, 2022. All sophomores and juniors will take the PSAT on October 12. Grades 9 and 12 students will learn from home asynchronously on Oct 12, 2022, with virtual access to teachers after testing concludes. All freshmen will take the PSAT on Oct 19, 2022. Students in grades 10-12 will learn from home asynchronously on Oct 19, 2022, with virtual access to teachers after testing concludes.

Brien McMahon High School Code for PSAT and SAT: 070580 Test Center: #07-460

Center for Global Studies High School Code for PSAT and SAT: 070414

SAT Test Dates for 2022-23 (www.collegeboard.com)

Test Date	Test	Registration Deadline
Oct 1, 2022	SAT	Sept 22, 2022
Nov 5, 2022	SAT	Oct 2, 2022
Dec 3, 2022	SAT	Nov 3, 2022
TBD	SAT-School Day	TBD
Oct 12, 2022	PSAT-School Day-10,11	N/A
Oct 19, 2022	PSAT-School Day-Gr 9 only	N/A

April 19, 2023	PSAT-10	N/A
April 20, 2023	PSAT-9	N/A

Deadlines expire at 11:59 p.m. Eastern Time, U.S.

For more information on available on specific testing dates, please check:

<https://collegereadiness.collegeboard.org/sat/register/dates-deadlines>



Some students may elect to take the ACT instead of or in addition to the SAT.

ACT Test Dates for 2022-23 (www.actstudent.org)

<u>Test Date</u>	<u>Registration Deadline</u>
September 10, 2022	August 5
October 22, 2022	September 16
December 10, 2022	November 4
February 11, 2023	January 6
April 15, 2023	March 10
June 10, 2023	May 5
July 15, 2023	June 16

Advanced Placement Testing

AP Testing takes place during the month of May. Registration for the test is coordinated by the counseling office.

AP Testing 2023 Exam Schedule

Week 1	Morning 8 a.m. Local Time	Afternoon 12 noon Local Time
Monday, May 1, 2023	United States Government and Politics	Chemistry Spanish Literature and Culture
Tuesday, May 2, 2023	Environmental Science, Chinese Language and Culture	Psychology
Wednesday, May 3, 2023	English Literature and Composition	Comparative Government and Politics Computer Science A
Thursday, May 4 , 2023	Human Geography Macroeconomics	Seminar Statistics
Friday, May 5 , 2023	European History United States History	Art History Microeconomics

Art and Design: *Friday, May 5th is the last day for AP coordinators to submit digital AP 2-D Art and Design, 3-D Art and Design, and Drawing portfolios (by 8 p.m. ET) and to gather 2-D Art and Design and Drawing students for physical portfolio assembly. Teachers should forward completed digital Art and Design portfolios to coordinators before this date. **Be advised that dates are subject to change as determined by the College Board.**

SECONDARY REPORT CARD CYCLE DATES 2022-23

(Subject to change due to weather or other closings)

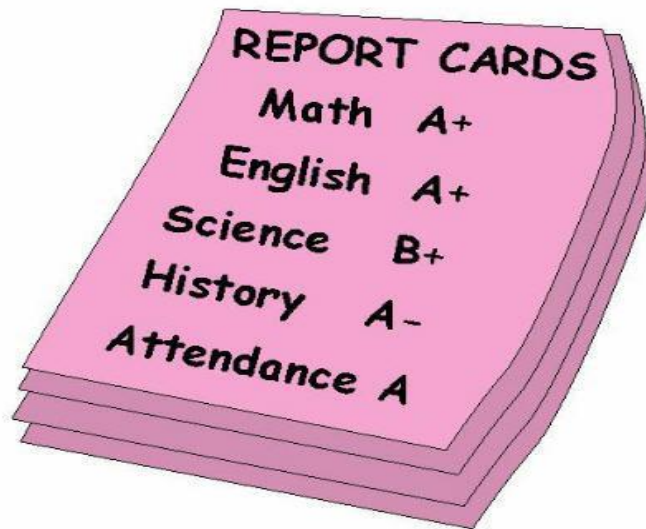
INTERIM REPORTS

<u>Marking Period 1</u>	<u>Marking Period 2</u>	<u>Marking Period 3</u>	<u>Marking Period 4</u>
OCTOBER 4	DECEMBER 16	MARCH 3	MAY 15

MARKING PERIOD REPORT CARDS

<u>Marking Period 1</u>	<u>Marking Period 2</u>	<u>Marking Period 3</u>	<u>Marking Period 4</u>
NOVEMBER 13	JANUARY 26	APRIL 4	JUNE 16

***REPORT CARDS ARE ACCESSIBLE VIA POWERSCHOOL**



General Information

For more information on policies adopted and revised by the Board of Education, [click here](#).

Attendance and Denial of Credit

Attendance Policy Students 5113

Attendance in school and in classes is required for academic success. Parent/guardian cooperation is essential in seeing that students are in attendance and adhering to the procedures and regulations established by the administration. The administration will publish reasonable rules and regulations regarding authorized, excused, and unexcused absences.

Below are some guidelines that we use for absences:

Excused absences when accompanied by parental/guardian notification:

- sickness
- death in the family
- religious observance/instruction
- family emergency of short duration
- medical/dental appointment

(We strongly urge that appointments be made outside the school day.)

Unexcused absences:

- any absence without a phone call or note from parent/guardian
- missing the school bus
- car trouble or other problems getting to school regarding transportation
- staying home to baby-sit
- oversleeping
- inclement weather
- family vacations

In keeping with the philosophy that students need to maintain regular attendance at school, we strongly discourage families from scheduling any trips other than during the normal school vacations. If unusual circumstances arise, contact the guidance counselor.

Medical Appointments

Students may be excused for medical appointments which cannot be scheduled at any other times. The school administration will take such steps as are necessary to ensure that the child's attendance is properly documented.

Picking Up Students During School Hours

Parents and/or guardians may need to pick up their children from school before dismissal time. If this is the case, the individual must send a written or electronic communication to the school in

advance, indicating the day and time of this request. School staff will receive the request and send it to the administration for approval. At the designated time, the parent or guardian should report directly to the main office to pick up the child. He or she will be asked to sign the child out and will be required to show proof of identification (i.e. driver's license). Once this is completed, the child will be released.

Request for Release of Students During School Day

Requests must be from or signed by parent or guardian and include the reason, time and date of dismissal. In cases of divorced or legally separated parents of a child, the principal will require that a legal statement designating the custodial parent or guardian be entered in the child's permanent record as a decision-making guide for administration. In cases where a parent/guardian has de facto custodial rights and where no legal document exists, the principal shall consult with the de facto custodial parent/guardian for permission to release the student to the other parent.

Definition of an Absence

Connecticut General Statute 10-198a guides local districts in defining absences and aids in the development of attendance procedures: *A student is considered to be "in attendance" if present at his or her assigned school, or an activity sponsored by the school (i.e. field trip), for at least half the regular school day. A student who is not "in attendance" is considered absent.* Similarly, a student is considered to be "in attendance" to an individual class period if present in the class or at a school sponsored activity (i.e. field trip).

Excused Absence

An absence is considered *excused* when the attendance clerk receives notification from a parent or guardian.

Unexcused Absence

An absence is considered *unexcused* when the attendance clerk does not receive notification from a parent or guardian.

- Students who are deemed to be an unexcused absence from school may be subject to disciplinary consequences. Any student who has an unexcused absence may not receive credit for any work due on that day and/or for any work produced by the class on the day of the absence (including assessments).
- If a student is present in school, but does not attend a scheduled class (class cut), such an absence will be considered unexcused. Any student who has cut a class may receive a zero "0" for any work due on that day and/or for any work produced by the class on the day of the absence (including assessments). Also, a student who cuts class will be subject to an **extended detention**. Persistent cutting of classes will result in additional disciplinary action and administrative intervention.

Authorized Absence

Additional documentation beyond the parent notification is required for an absence to be considered “authorized.” These absences will not count toward the total. Any absence will be considered “authorized” under the following circumstances:

- Extended illness.
- Student observance of a religious holiday.
- Death in a student’s family or other emergency beyond the control of the student’s family.
- Mandated court appearance.
- Educational opportunities pre-approved by school administration.

Student Attendance Policy 5113 (a)

The following general regulations are set by the administration:

1. In every instance of absence or tardiness, a written or electronic communication, or personal visit is required of the parent or guardian providing the reason.
2. The school will check attendance daily.
3. Dismissal of a student will be granted at the parent or guardian’s request. In the elementary school, dismissal in the custody of any others than parents (or their surrogates) is not approved. In considering the merits of the case, the principal and administration should take into consideration the attendance record of the students and the student’s academic standing and in a normal situation requests should be granted unless either the attendance record or the academic standing of the student would indicate that further absences from school would not be in the best interest of the student.
4. When a student is excused from school, the responsibility for make-up work rests with the student.
5. No student shall leave the school premises during school hours without permission of the principal or designees. No school child shall be permitted to leave school prior to dismissal at the request of or in the company of any other than a school employee, or a police officer, a court official or a parent of the child unless the permission of the parent be secured first.
6. In the event a student is detained after school at the school’s request, parents should be notified of the detention and length of detention time. The following procedure should be observed:
 - a. One day’s notice in advance is necessary before the child is detained. By this means, time will be provided for the parents to arrange transportation.
 - b. In all other cases of detention, school staff will inform the parents of the reason for the student’s lateness in returning home, or provisions will be made for the student to call his/her parents.

Notification Process

Course	First Notice:	Second Notice:	Third Notice:	Denial of Credit:
	Communication Home	Communication Home, Student Meeting with Counselor and Assistant Principal	Formal Meeting with Student and Parent as well as Counselor and Assistant Principal	Notified of Loss of Credit in Writing, Right to Appeal
Full-Year Course	4 th Absence	8 th Absence	10 th Absence	13 th Absence
Semester Length Course	3 rd Absence	x	6 th Absence	7 th Absence

Denial of Credit

Students with absences (unexcused or excused) totaling 13 in a full-year course and 7 in a semester course may be denied credit for the course. Parents will be notified in writing of the denial of credit, and students will have a designated amount of time from the date of the letter to appeal to the attendance committee for restoration/rescind of credit. Students are expected to maintain their current academic progress and attend class during the appeals process. **A student who does not appeal for restoration/rescind, or whose appeal is denied, will still receive the appropriate course grade, which will be utilized for honor roll calculation, but will not receive credit toward graduation.** Depending on the course and the student's cumulative credit count, the course may need to be repeated.

Right of Appeal

The Attendance Procedure is not designated to deny credit to students who, through no fault of their own, are unable to attend school or class due to legitimate illness or other conditions beyond the student's and/or parent's control. At the end of the **semester or year**, students will have an opportunity to appeal to have credit reinstated/rescinded. To be eligible for the appeal process, students must continue classroom responsibilities and attend class faithfully.

Appeals Committee and Process

The Attendance Appeals Committee is comprised of school administration and other staff, specifically: a teacher, administrator (not the student's assistant principal), guidance counselor (not the student's counselor), and a member of the school's support staff (nurse, psychologist, social worker, possibly a second teacher or counselor). If requested by the student and parent, a student trained in the appeals process will also serve on the committee. Students from the other high school will be given priority to promote objectivity and impartiality. *(For example, Norwalk High School students will be asked to serve on the Appeals Committee at Brien McMahon and vice versa.)* The purpose of this committee is to hear from students (and their families) to determine if credit should or should not

be granted in situations where students have exceeded the number of absences in a class. Students wishing to appeal must complete the following (to be determined):

- Within a designated amount of time that a student is notified of possible denial of credit, he or she should submit a completed Attendance Appeal Form to the main/house office in order to appeal denial of credit.
- An additional documentation (doctor's notes, etc.) that may help to verify absences should be supplied for consideration.
- The Attendance Appeals Committee will notify the student and his or her family if credit is or is not restored/rescinded.
- In some instances, conditions may be granted for students to have credit reinstated, provided that consistent attendance is achieved.
- Students and/or their parents or guardians may be required to meet with the Appeals Committee to discuss the situation.

All cases will be considered on an individual basis, and when relevant, issues of confidentiality will be respected. The final decision is a majority vote of the Appeals Committee.

****The timeline and specific requirements regarding the Appeals Committee Procedure will be published at the start of each semester or school year.***

Tardiness

Arriving at class on time is an expectation. A student who arrives during the first 10 minutes of class without written authorization from a staff member will be considered **tardy**. After 10 minutes, it will be considered an unexcused absence. Each time a student is **tardy** to class, he or she will receive a school consequence.

The following consequences will be assigned for tardiness:

- Incidents 1-3: Teacher Designated Intervention (Documented) such as detention, call home, student/parent meeting, lunch detention with teacher, etc.
- Incidents 4-5: Administrator Assigned Detention (Lunch or After School)
- Additional Incidents: Extended Detention, ISS, Tiered Interventions

Transportation

The Norwalk Public Schools will transport eligible students at public expense from their area to their assigned schools, whether by use of publicly owned equipment or by contracted services and equipment. Transportation is not provided to babysitters' homes, nurseries, grandparents' homes, day care centers, or places of work.

Norwalk school buses have a capacity of 77 passengers and should travel no longer than 40 minutes to arrive at their assigned school in order that each bus can service a high school, a middle school, and an elementary school daily in the morning and repeat the trips again in the afternoon.

Parents and students should be advised that bus transportation to and from school is a privilege that may be rescinded temporarily or permanently should students fail to behave appropriately on buses and at bus stops.

Eligibility for Transportation

Transportation will be provided for students in grades 6 through 8 who reside more than 1.5 miles from the school to which they are assigned.

Bus Passes

Bus passes for eligible riders will be distributed by the first week in October of every year. Students who live 1.5 miles or more from school are automatically eligible for bus transportation as defined by state law. Those who live less than 1.5 miles from school are considered ineligible for transportation and it is the parent responsibility to transport.

Courtesy Bus Pass

Students who live less than 1.5 miles from school are not eligible for bus transportation. However, such students who live near a bus stop may apply to enter the courtesy bus pass lottery at the beginning of each school year. This lottery is held on an annual basis. Families must complete an application and submit it by the third Friday in September. This lottery is held once all eligible riders have been assigned a seat and if seating availability permits.

Parent/Guardian Requests and Concerns

In spite of much advanced planning and careful scheduling, it is conceivable that some problems may occur with the school bus schedule especially during the first few weeks of the opening of school. Each year the volume of public inquiries and complaints concerning school bus transportation has been greater than can be handled by the small staff in the Transportation Office. Parents/guardians with questions regarding transportation should follow the guidelines below.

Call the principal of your child's school for information relating to ongoing problems with:

- late buses
- location/placement of bus stops
- early buses
- pupil control on buses or at stops
- bus passenger capacities
- bus numbers
- bus passes
- bus schedules
- safety/hazardous conditions
- new pupil enrollees
- accidents
- eligibility to ride the school bus

Call the Transportation Office of the Norwalk Public Schools at 203-854-4074 during the hours of 7:30 a.m. to 4:30 p.m. on school days if you have complaints pertaining to an immediate problem with:

- late buses
- early buses
- buses that never came
- bus passenger capacities
- behavior of driver (including rudeness, speeding, etc.)
- hazardous conditions
- safety conditions other than those that relate to pupil control
- accidents

Academic Honesty Policy

Core Values

Center for Global Studies and Brien McMahon High School will prepare all students for the challenges of the 21st century by fostering intellectual curiosity and inspiring our students to become responsible, ethical, and innovative members of a global society.

Philosophy Regarding Academic Honesty

Students exist in a world in which the abundance and variety of informational sources available can be both an advantage and disadvantage. In the process of building knowledge, students are required to sift through sources to determine accuracy, bias, currency, relevance, and overall value. Since we are asking students to be knowledgeable, principled, ethical constructors of knowledge, we want them to embrace learning as a process. This process includes meta-cognition and self-reflection, with students able to articulate how they know what they know. Once students internalize the value of learning as a process and knowledge as a construct, they should adopt an honest approach to academics and conduct themselves with the highest level of academic ethics while rejecting the practice of academic dishonesty.

Student Responsibility for Academic Honesty

Students who engage in academic honesty demonstrate personal integrity and respect for others. Academic honesty and personal integrity are fundamental components of a student's education and character development. CGS and BMHS will help students understand the importance of academic honesty and adopt academically ethical behaviors.

CGS and BMHS are responsible for training teachers in current issues in academic honesty and helping teachers discover best practices for teaching academic honesty in the classroom. Teachers are responsible for conveying these issues, behaviors, and practices to their students through classroom learning and clearly stated expectations for all student work. These concepts will be taught and deliberately integrated into the learning outcomes for all students throughout every academic area. At the start of each course, teachers will review the academic honesty policy with their students and discuss the nuances of academic honesty in that particular course.

BMHS and CGS are also responsible for communicating the principles and rules to parents and families, through publications and meetings.

Student Responsibility for Academic Honesty

BMHS and CGS students will demonstrate an understanding of the following terms: academic honesty, academic integrity, intentional and unintentional plagiarism, intellectual property, common knowledge, paraphrasing, and copyright. Students will understand how academic honesty and plagiarism pertains to specific assignments, research papers, and projects. For example: World History students will learn proper documentation of sources while completing a biographical research paper, World Language students will learn the limitations of Google Translator, students in art classes will learn and explore the difference between appropriate borrowing of images and copyright infringement. Students will demonstrate this understanding by submitting their own work, being truthful and accountable, being able to explain the process of their learning for any given assignment, following the rules and expectations for academic honesty in specific fields and subjects, and giving proper credit when presenting the work or ideas of others.

Parent Responsibility for Academic Honesty

BMHS parents will support and encourage their students to act with integrity and will discourage students engaging in behaviors that are academically dishonest. Parents are responsible for reading and understanding the expectations of academic honesty at BMHS. Parents should attend all meetings in which the guidelines and expectations of BMHS and IB are addressed and explained; this includes BMHS Parent Night and required parent meetings for IB.

Examples of Academic Dishonesty

- Copying from another student's assignments or assessments.
- Working with others on an assignment that was intended to be completed individually.
- Giving answers to another student.
- Using notes or electronic devices during an exam when prohibited.
- Taking a test for someone else.
- Submitting another student's work as your own, e.g. copying a computer file that contains another student's own work.
- Knowingly allowing another student to copy and/or use your computer file(s) as his or her own work.
- Completing an assignment for another student.
- Plagiarizing or "kidnapping" other people's thoughts, words, speeches or artistic works by not acknowledging them through proper documentation.
- Using another student's password or digital identity.
- Taking digital photographs of assessments or assignments when not authorized to do so.
- Sharing digital photographs of assessments or assignments when not authorized to do so.
- Stealing, accessing, or possessing paper copies of assessments or assignments either physically or electronically when not authorized to do so.

In accordance with Norwalk Public Schools policy and best teaching practice, students will be held accountable and will receive a continuum of consequences for academic dishonesty.

Consequences for Academic Dishonesty

From the Norwalk Public Schools Code of Conduct:

Plagiarism

Cheating in any form is a serious violation of all codes of academic ethics. Plagiarism, the presentation of another's work or ideas without proper credit, is another violation of these codes. Students can expect that serious academic and administrative penalties will be imposed for such infractions as stated in the Code of Conduct. (Detention, Suspension from School, Zero for Academic Work)

When students engage in academically dishonest behavior, the continuum of potential consequences outlined below will be applied depending on the age and academic experience of the student, severity of the incident, the student's history of academic honesty, and intent of the student. Students accused of academic dishonesty have the right to due process.

Teachers and administrators will remember first and foremost that students need opportunities to learn how to learn with integrity, and to learn how to be students in a safe and supportive environment, and the consequences given in any situation will take that into consideration.

- A warning and review of policy with the teacher and or administrator.
- Written reflection by student.
- Parent notification/parent meeting.
- Redo of assignment with a lower grade.
- Record of incident placed in student's file.
- A zero on the assignments in question.
- Detention, In-School Suspension, or Out-of-School Suspension
- A grade of F for the course.
- Removal from the course.
- Removal from the Diploma or the Career-related Programme.

Publication and Revision of the Policy

The Academic Honesty Policy was updated in 2020 and includes input from the Brien McMahon High School and Center for Global Studies faculty, students and the community. It reflects concepts that are relevant and applicable to the current educational context. In order to remain current, the policy will undergo a revision process every five years. The revision process will include faculty members, students, parents, and community members.

The Academic Honesty Policy will be printed in the High School "Guide for Students and Families" beginning in 2017. At the start of the school year, House teachers will review the code of conduct, including the Academic Honesty Policy, and students and parents will sign a document in which they commit to adhering to the rules and principles outlined within. This policy will also be available on the BMHS and CGS websites as well as printed in all relevant school documents.

Starting in the 2017-18 school year, every teacher will review the Academic Honesty Policy at the beginning of each course to inform students and to encourage academically honest behavior.

Cafeteria Procedures

At the beginning of each school year, the Federal Government provides all participating public schools with guidelines for free and reduced price lunches and breakfasts. Each parent receives a letter and an application from the central office outlining the free and reduced price lunch and breakfast policy. Those students requesting either free or reduced price lunch or breakfast must complete these applications. The central office staff will make a determination based on federal guidelines. Students approved for food stamps and/or AFDC must submit their proof of eligibility to their school, and will qualify automatically. The federal government requires that a certain number of applications must be verified.

Norwalk has breakfast programs in all Norwalk Public Schools. Participating students are offered a great variety of food components. Students may select as many choices as they can reasonably consume.

Please do the following during your lunch shift:

- Respect yourself. Respect others. Respect property.
- **Find a seat with your friends and remain there for the entire lunch shift.**
- Throw away your trash when you leave your table. Keep the cafeteria clean.
- When dismissed, return to class.

Students who do not adhere to the above expectations are subject to disciplinary action as outlined in the Code of Conduct.

Care of School Property

The appearance of the school and grounds is a strong indication of the spirit of the student body. Visitors form an unfavorable impression of the school if greeted by paper-littered grounds and corridors. Good citizens give as much care to public property as to their own. School property is provided for use and not abuse. Marked or defaced property becomes less serviceable and adds unnecessary expense to the community.

If school property is damaged or defaced, offenders are liable for damages, replacement, and labor involved in repairing such damage to school property.

Athletic equipment is provided to assure adequate protection and high standards of performance for all athletic teams. Equipment may not be taken from the school, loaned to others, or worn for personal use and it is to be used as directed by the coaches. All athletic equipment is the property of the Board of Education and must be returned by each student at the end of the season. If lost or stolen, settlement must be made.

Change of Address

Parents/students must immediately notify the counseling office of any telephone number or address changes. Parents must provide proof of residence (the lease, deed, or mortgage statement) and two utility bills to the counseling center.

Class Officers

The freshman, sophomore, junior, and senior classes have their own class officers. The goal of the class officers is to develop activities that will interest their particular grade level. By doing this, officers learn to work together and involve a broader cross-section of the class. Individual classes raise funds to defray the cost of various events.

Code of Conduct

Please see pages 58-74 at the end of this publication or the *District Handbook for Students and Families* for detailed information about expectations for student conduct.

Alcohol Use, Drugs, and Tobacco

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances) Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol- free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Alcoholic beverages or controlled drugs, as defined by Connecticut law, are not allowed on school property or at a school activity conducted elsewhere. Any student in the Norwalk Public Schools using or possessing controlled substances, alcohol, or drug paraphernalia on such property shall be referred to an administrator. Appropriate disciplinary action will be governed by the Code of Conduct. Authorized personnel will notify the parents, the school health services as appropriate, and the police. Written records are to be kept of the incident and authorized personnel may search a student's locker, desk, or personal belongings. School action is governed by Board Policy #5114 and #5145.12. Note: Use of drugs and alcohol is a cumulative offense throughout grades 6 - 12.

Dress Code

Students should dress appropriately for the learning environment. The need for an updated dress code will be evaluated and/or implemented in the 2022-23 school year.

Electronic Surveillance

The Board of Education has carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order and discipline. The Board, therefore, finds that it is appropriate to provide for the use of video camera surveillance on school grounds and in transportation vehicles in order to protect the health, welfare, and safety of its students and staff (Refer to Board Policy # 3517a).

Emergency Plan

The Norwalk Public School System has a planned procedure to safeguard your child in the event of a natural disaster or other severe emergency. This document is available in each building for parent perusal. In the event of a disaster/emergency, the local radio station (WNLK1350 AM or WEFX95.9 FM) will inform the public and give specific directions.

Should the need arise to contact parents, the school will use the phone numbers supplied by parents. Thus, it is MOST IMPORTANT that parents keep the school informed of any phone number changes.

Extended Illness

If a student becomes ill for extended lengths of time, parents should immediately inform the counselor, who will make arrangements for homework or for some form of homebound instruction. Extended illness or homebound instruction requires medical documentation.

Extracurricular Activities

Extracurricular activities are an important part of life at ALL of the high schools in Norwalk. . All students are strongly encouraged to participate in one or more activities. Please see the appropriate advisor to find out how to get involved.

Athletics

Our interscholastic athletics program is one way that our students can become better connected to our school. Great numbers of both male and female students participate on our teams in all three sport seasons. Whether or not you consider yourself a competitive athlete, we urge you to join our athletics program to discover new talents and interests, to learn more about your sport, to compete in a sport in which you already excel, or to make new friends and to find adult mentors in your coaching staff. The athletes have distinguished themselves by excelling not only in their sports, but also by excelling in the classroom. Join!

List of competitive sports:

<u>Season</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Boys	Cross Country Football Soccer	Basketball Ice Hockey (co-op) Indoor Track Wrestling	Baseball Golf Lacrosse Tennis Track
Girls	Cheerleading Cross Country Field Hockey Soccer Swimming (co-op) Volleyball	Basketball Cheerleading Indoor Track	Golf Lacrosse Softball Tennis Track

*Fees may apply

Clubs

BMHS and CGS offer a wide variety of student-interest clubs. This list is updated annually and can be found on the schools' websites.

Field Trips

The Board of Education recognizes the value of educational trips as an inherent part of the curriculum, which is designed to supplement the instructional program for children.

Signed parent consent forms must be secured for each student who plans to attend an off campus field trip. Students in attendance on the day of the activity who have not submitted a parent consent form will remain at school in a class assigned by the principal. These forms are given to the parent for signature prior to the event. Every effort will be made to keep the cost reasonable.

Fire Drills

Fire drills are held once a month throughout the year. Teachers will inform students of the fire drill procedures. During fire drills, use both sides of the stairwells to ensure a rapid exit from the building. Fire drills must and will be quiet and orderly. Students are to remain with their classes during the drill. Attendance is taken after a class exits from the building. It is extremely important that students follow the directions of any adult during a fire drill. Failure to behave appropriately during fire drills will result in disciplinary action.

General Behavior

Students are expected to follow and abide by the directives of teachers and administrators. They are expected to be in their assigned classes at all times unless released by pass to go elsewhere. Students are not to leave their classrooms without permission from a staff member, and the building without permission from the administration. This is necessary not only for educational reasons but also for

reasons of safety, health, and accountability. Students who do not comply with this request are subject to suspension.

Maximum learning takes place when the teacher spends less time on discipline. Good discipline takes place when rules are set and understood by all.

Disciplinary procedures are effective only if these elements are present:

- Everyone is aware of the expected disciplinary behaviors.
- There is good home-school communication and cooperation.
- Everyone is aware that there are consequences for negative behavior.
- Positive behavior is recognized as well as negative behavior.

A pupil may be suspended or expelled in accordance with Norwalk Board of Education Policy. See code of conduct for specifics.

Homebound Procedures

1. Connecticut Agency Regulations 10-76d-15 provides that homebound instruction “shall be provided when a child’s condition will cause an absence of at least three weeks’ duration” and that “provided nothing in the child’s condition precludes it, such instruction shall begin no later than two weeks from the first day of absence,” or upon receipt of note.
2. In the event that a student will be out, according to the physician’s statement, the school will make the determination whether or not the homebound procedure should be initiated. The counselor, with parental consultation, will arrange to send lessons to the home. Upon return to school, the student may receive additional time to make up outstanding work.
3. Upon receipt of the physician’s report, the Homebound form, will be forwarded to the *Pupil Personnel* office for procurement of homebound instructors. When the teachers are selected by the *Pupil Personnel* office, they will be notified of their responsibility to make arrangements to meet with the student’s teachers and/or counselor for a pre-homebound instruction conference.
4. A staff member (counselor, social worker, nurse, or administrator) can complete the Homebound Instruction form for medically diagnosed, physical or emotional reasons.
5. A parent or guardian must be present at all times during homebound instruction.
6. Homebound Instruction will be terminated after the school receives notification from the physician, from the Planning and Placement Team meeting, or from the Director of Pupil Personnel.

Homeless Students

Homeless students in the district will have access to education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school or origin as requested by the parent and in accordance with the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

Homework

The Norwalk Board of Education has determined that homework is essential to the education process.

Homework is defined as *"tasks assigned to students by teachers that are meant to be carried out during nonschool hours."* These tasks may include reading assignments, book reports, projects, worksheets and studying for tests and quizzes.

Homework is a logical extension or expansion of daily classroom activities. Homework is a three-way partnership among students, parents, and teachers. Students should feel that homework is a form of self improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Appropriate sanctions will be imposed for failure to comply.

Make-up Work for Absences

When a student is absent for an extended period during the school year, he/she loses a substantial part of his/her education, which can never be entirely replaced. For this reason, parents are encouraged to consider extended vacations or trips during the school year very carefully before taking children out of school. If students are taken out of school, the responsibility rests completely with the student to make up the work upon the student's return to school within a reasonable period.

Media Access to Students

Parent(s) or guardian who denies permission to have his/her child interviewed or photographed by the media must do so in writing to the administrator in charge during the first week of school in September.

The following regulations pertain to access of the media to our students:

1. Release of names and addresses of students is subject to the Freedom of Information Act. For students under the age of 18, disclosure of names and addresses may occur only with the written consent of parent(s) or guardian and the approval of the administrator in charge.
2. Photographing or filming of students in special education programs may be authorized by the administrator in charge only with the written consent of parent(s) or guardian.

3. Photographing or filming of events in the schools may be authorized by the administrator in charge with the understanding that the photographing or filming does not interfere with the operation of the school as a safe and orderly environment for learning.
4. Interviewing of students by media representatives in grades K to 8 shall be authorized by the administrator in charge only with the written consent of parent/guardian. The reverse of the emergency card on file at school includes information regarding parents' consent for media interviews.
5. Interviewing of students by media representatives in grades 9 to 12 shall be authorized by the administrator in charge provided that each parent/guardian shall have received a notice from the Superintendent of Schools via letter or parent handbook, that the administrator in charge has the authority to permit such interviewing as a reasonable activity to take place within the school environment unless the parent/guardian has denied such permission to the administrator in charge in writing.
6. With regard to athletic teams and contests, the coach shall have the duties and responsibilities as listed in numbers 1 through 5 of the administrator in charge.

Metal Detectors

The primary concern of the Board of Education is the safety of students and staff. The administration shall be authorized to use mobile metal detectors when there is reasonable cause to believe that weapons are in the possession of students, when an event involving weapons has occurred in the community, there is reasonable suspicion that weapons may be brought into the school, or when violence involving weapons has occurred in school or at school sponsored events (Refer to Board Policy # 5145.123a).

Student Leadership

Link Crew @ BMHS

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from our junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

Ambassadors @ CGS

Student ambassadors are students selected via application and interview process who serve as mentors for incoming freshmen, welcoming them and making them feel comfortable throughout their first year at CGS. Ambassadors are responsible for modeling leadership in our school, planning and managing school events such as potlucks and spirit weeks, and working with the NHS and student government to create a cohesive school experience.

Student Special Services: Section 504

It is the policy of the Norwalk Board of Education to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who: (1) Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or (2) has a record of such impairment; or (3) is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Education of the Handicapped Act, P.L. 94-142 (EHA/IDEA). Students who are identified as individuals with exceptional needs, according to EHA/IDEA criteria, are not addressed under this policy.

If you believe your child might be eligible for services, please contact the building principal.

Open Ends

Morning Open-Beginning

ONLY Juniors and Seniors who have no assigned first period class/time block may be granted the privilege of morning open-beginning. Those students should report to school in time for the start of 2nd period/class/time block.

Students who arrive earlier and loiter on school grounds and/or roam the halls will have their open-end revoked and they will be assigned to a morning instructional support period. This applies also to students who take the school bus.

Afternoon Open-End

ONLY Juniors and Seniors who have no assigned last period class /time block may be granted the privilege of afternoon open-end. For those students, there are two (2) options:

1. Leave campus immediately after the last scheduled class.
2. Study in the library for the entire period.

Afternoon open-end students who loiter in the building or on school grounds will be assigned to an instructional support period.

Note on Open-Ends:

- All students who are eligible for open-end must complete the appropriate paperwork at the start of the school year.
- Students may not have a double open-end.
- Morning and afternoon open-ends are not options for freshmen and sophomores. They are assigned to an instructional support period.
- In the event of issues with attendance, discipline and/or academics, an administrator may revoke open-end privileges.

Peer Mediation

The goal of Peer Mediation is to provide a peaceful resolution to a conflict before it escalates to a disciplinary referral. There is evidence that some students are more apt to listen to their peers. Peer Mediation decreases classroom disruptions and improves the climate of the school.

School Closing - Inclement Weather and Other Emergencies

When the weather is unusually severe and traveling conditions appear to be hazardous, pupils and parents/guardians are urged to listen to news broadcasts to determine whether the schools will be open, delayed, or remain closed.

Radio broadcasts will begin at 6:00 a.m. over the following radio stations:

WICC	-	600 AM	WEFX	-	95.9 FM
WLAD	-	800 AM	WKHL	-	96.7 FM
WFAS	-	1230 AM	WDAQ	-	98.3 FM
WNLK	-	1350 AM	WEZN	-	99.9 FM
WSTC	-	1400 AM	WFAS	-	103.9 FM

Television Stations: WTNH (Channel 8) – CABLEVISION News 12

Closings and delays will also be announced on the Norwalk Public Schools' Information Line: 854-4123 and posted on Norwalk Public Schools' website – www.norwalkps.org.

We urge all parents/guardians to be alert to the possibility that severe weather conditions can affect school sessions; these weather conditions include snow, sleet, and high windstorms such as hurricanes, heavy rain that can cause flooding, and electrical storms, which can cause power failure.

When these conditions exist, or are predicted, there is a strong possibility that school officials will close schools or change school hours. When these decisions are made, they are always made with concern for the safety and comfort of pupils. *These decisions are always announced over WNLK and other radio stations with as much advance notice as possible. Therefore, we ask parents/guardians to be aware of the*

weather and weather reports. When severe weather exists or is predicted, parents/guardians should make a habit of listening to local radio stations for announcements on the following:

Delayed Openings

Announcements on delayed openings will be made beginning at 6:00 a.m. Delayed openings are usually necessary in order to give the city time to provide for traffic safety or to give our bus transportation system time to prepare buses for safe operation. Delayed openings will mean that your child will start school either one or two hours later than usual.

Early Dismissals

In the event of inclement weather once school begins, it may become necessary to have an early closing, usually after four hours of school. In this situation, we again utilize the radio stations to make announcements. All schools will be notified by telephone. We cannot call every parent/guardian to give individual information; therefore, it is essential that you listen to your radio or call the Norwalk Schools Information line or check our website – www.norwalkps.org.

Please arrange some plan for your child to follow in case of an early dismissal. Your child should know where to go in case of an emergency, i.e., a relative, a friend, or a neighbor. It would be most helpful if you would let the school know where your child should go if dismissed early in an emergency.

We try to keep emergency school closings at a minimum because of our inability to communicate effectively during such a short span of time. However, there are times when this decision cannot and, in the interest of overall safety, should not be avoided.

School Safety

To enhance the level of security, Norwalk High School's buzzer system will be utilized at the front doors (opposite the Shea/ McGrath Sports Complex). As in years past, all exterior doors will be locked at 7:30 am and all visitors, parents, and students must enter through the front doors after 7:30 am. No one is allowed to prop open doors at any time, and students who choose to do so will receive disciplinary consequences.

Special Education

The Norwalk Public School System provides a continuum of special education instruction and related services to meet the needs of all students who meet eligibility requirements as defined by Federal and State regulations. The Planning and Placement Team (PPT) develops the Individual Educational Plan (IEP) for each student in need of special education services in a cooperative effort between school personnel and parents.

The purpose of the PPT is to review diagnostic and evaluative data for each student who has been referred as possibly requiring special education services. The goal is to assure that each student needing special education services is identified and provided with a free appropriate public education which includes an IEP. The IEP is a prescriptive program planned for an exceptional student by the PPT.

Procedural safeguards for special education (parental rights) are available through

- the district website (www.norwalkps.org)
- the Connecticut State Department of Education website
- the guidance department of each school
- the mail prior to the PPT meeting through the initial invitation

Programs in Norwalk

A variety of special education program options are available within the Norwalk Public Schools. This enables the Planning and Placement Team to prescribe individual programming for identified children, which is appropriate to their particular learning needs. The individual program for each child identified as eligible for services, the IEP, is developed in a joint effort between parents and members of the school staff defined by Federal and State regulations.

Norwalk's broad continuum of special education instructional services include the following:

- Full-time regular classroom instruction with special education support.
- Cooperative teaching with special education and regular education in the mainstream classroom.
- Special education self-contained classes with regular education opportunities.
- In-district and out-of-district alternative programs.

Related Services

Related services in the Norwalk Public Schools are provided by the School Psychologist, Social Worker, Guidance Counselor, Nurse, Speech and Language Pathologist, Physical and Occupational Therapists, Teachers of the Visually Impaired and Hearing Impaired, and the Transportation Department. Other specialists may be involved in the process of assessing, identifying, and teaching students with special needs as recommended by the Planning and Placement Team.

Eligibility

The law requires that each child between the ages of 3 years and 21 years be identified for determination of a child's eligibility to receive special education and related services. In the Norwalk Public Schools, services are available to children with special needs beginning at age three.

Definition of an Exceptional Child

"An Exceptional Child means a child who deviates either intellectually, physically, socially or emotionally so markedly from normal expected growth and development patterns that he or she is or will be unable to progress effectively in a regular school program and needs a special class, special instruction, or special services." (10-76a(c))

Category of Special Needs

STUDENTS WITH:

- Intellectual Disability
- Visual Impairment
- Emotional Disturbance
- OHI – ADD/ADHD
- Deaf-Blindness
- Traumatic Brain Injury
- Multiple Disabilities
- Hearing Impairment
- Speech or Language Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Autism
- Other Health Impairment
- Developmental Delay (ages 3 – 5 only)

Referral Process

Persistent learning and/or behavioral difficulties may be an indication that your child needs special education or related services. If you suspect that your school age child may have special education needs, you should contact your child's teacher, guidance counselor or school administrator to discuss the concerns you may have regarding your child's performance in school.

Student Response and Planning and Placement Team

A Student Response Team (SRT), made up of school personnel, may meet at your child's school to review his/her performance and progress. An action plan may be developed to provide specific strategies within the regular school program to help your child. If necessary, a referral may be made to the Planning and Placement Team (PPT) to assess your child's educational needs and possible eligibility for special education.

If a PPT referral is made, you will be informed in writing of the reason for the meeting and invited to attend. Notification of a PPT meeting will be sent to you at least five days before the meeting. The PPT meeting should be scheduled at a time that is mutually convenient for the parents and the school staff. Procedural safeguards for parents of children in special education will be mailed to you at the time your child is referred for special education.

A Planning and Placement Team is made up of professional staff, the student's parent(s), and sometimes the student. PPT members will generally include a school administrator, a teacher who is familiar with your child, and appropriate members of the Special Education and Student Services staff. The PPT is responsible for determining whether your child needs special education and/or related services.

Surrogate Parent

The rights of a child are protected by the appointment of a surrogate parent in the following circumstances:

- When no parent can be identified, the whereabouts of the parents is unknown, OR
- The child is a ward of the state.

The surrogate parent represents the child in all matters relating to the identification, evaluation, and educational placement and the provision of a free appropriate public education to the child. In such

instances, notice is issued from the Department of Children and Family Services. The district's Director of Special Education will request from the State Department of Education the assignment of a surrogate parent.

The surrogate parent has the same legal rights as granted to parents or guardians with respect to special education and related services. These include the following:

- Consent for pre-placement evaluation, initial placement and placement in private facilities
- Written notices in dominant language and issuance of such notices five days before the Planning and Placement Team meeting
- Right to participate in IEP development
- Right to see the assigned student's records
- Right to initiate due process

Student Government

Student Government is comprised of students and teachers who share the goal of making positive changes at BMHS, CGS, and in the community. Elections are held for each grade at each school.

Student Records & Parental Rights

Parent/Student Notification Prior to Destruction of Student Records

Enrolled Special Education Students: Parents will be notified verbally or in writing by the Custodian of Records if after a review of the records, it is determined that certain student information is no longer necessary for educational purposes. It is recommended that whenever possible this review take place at or immediately after a PPT (but while the parent is present).

Graduated Non-Special Education Students: A notification will be placed in local newspapers stating that confidential records for students who were not identified as handicapped at the time they graduated or left the school system before graduation will be destroyed. This notice will appear six years following the student's expected graduation date.

Graduated Identified Special Education Students: A letter will be mailed to the last known address and a notification will be placed in local newspapers regarding the destruction of Confidential records for students who were identified as handicapped at the time they graduated or left the school system. This notification process will take place six years following the student's expected graduation date. The Supervisor of Special Services will only implement the procedure if he/she feels the information in the records will not be helpful to the handicapped student to obtain benefits from other government or private agencies in the future.

Cumulative Records: Notification will be placed in local newspapers regarding the destruction of cumulative records fifty years after the student's expected graduation date.

Permission for Destruction of Student Records

Before records are destroyed, the written approval of four officials must be obtained: (1) The School Superintendent, (2) The Chief Administrative Officer of the Municipality, (3) The State Public Records Administrator and (4) The State Librarian.

Parental Rights Regarding Records

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") 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 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent 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 parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 parent 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, which permits disclosure without consent, is disclosure to school officials with legitimate educational 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 School Board; a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as 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 educational record in order to fulfill his or her professional responsibility.

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

600 Independence Avenue, SW

Washington, DC 20202-4605

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The PPRA affords parents as well as students who are 18 and emancipated minors (“eligible students”) certain rights regarding the conduct of student surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following subjects (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
 - Political affiliations or beliefs of the student or student’s parent
 - Mental or psychological problems of the student or student’s family
 - Sex behavior or attitude
 - Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of others with whom respondents have close family relationships
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
 - Religious practices, affiliations, or beliefs of the student or parents or
 - Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of
 - Any other protected information survey, regardless of funding
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others, except to the extent notification of such activities is not required by law.
3. Inspect, upon request and before administration or use
 - Protected information surveys of students

- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum.

Parents/eligible students who believe their rights have been violated may file a complaint with:

High School Principal

Or

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-4605

Pupil Directory Information

Information contained in the educational record of an enrolled student is hereby designated as **directory information** and may NOT be disclosed by school officials without the prior consent of a parent or eligible student, except the following:

- The student's name
- The student's photograph/yearbook
- The student's dates of enrollment
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student
- Alumni parent or student addresses

A parent or eligible student may refuse to allow Norwalk school officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and must be received by the principal.

Notification of Intent to Release Student Information to Military Recruiters without Prior Consent

Pursuant to the No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002, the school district is required to provide, upon request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. In addition, the school district is required to provide military recruiters with the same access to secondary school students and on-campus recruiting opportunities, as well as to

directory information as provided for herein, as is provided generally to post-secondary educational institutions or to prospective employers of those students.

A parent or eligible student may refuse to allow school officials to designate any or all of the above listed types of information as directory information. A parent or eligible student may also request that school officials not release the student's name, address, and telephone listing to military recruiters or an institution of higher education without the prior written consent of the parent or eligible student. Any such request must be made in writing to and received by the Principal.

Suspension, Expulsion, Removal from the Classroom

The Board of Education recognizes the rights of all students to a free expression of their ideas. The Board also recognizes the rights of all students to a sound education, free from disruption, and its staff, faculty and student body to an orderly and sound education climate within the schools. In order to effectively educate the student body, it is necessary to have rules and regulations defining appropriate conduct of students while on school grounds or at school related activities. Additionally, the Board may consider student conduct outside school boundaries when disciplining a student. The conditions for disciplinary action in the cast of student conduct which occurs outside of school must continue to satisfy the statute covering expulsion and suspension. More specifically, these include conduct that endangers person or property, violates published Board policy, or seriously disrupts the educational process. In order to enforce these rules and regulations, and to see appropriate discipline is maintained, the Board, pursuant to Connecticut State Statues 10-233b; 10-233c; 10-233d, empowers the administration, faculty and appropriate employees to, when necessary, exclude, remove, suspend and otherwise discipline students.

Technology - Use of Computer and Networks

Technology is an integral part of the classroom curriculum. A technology-rich instructional/learning environment better meets the individual learning basic skills as well as communication, critical thinking and creativity. A long-range Technology Plan is in progress throughout the district. A copy of the Technology Plan is available on request. Specific policies and procedures are being established to guide and monitor the use of instructional technology. A Parent/Student Handbook and an Acceptable Use Policy (A.U.P.) for technology will be distributed as these technologies are implemented in the schools.

Regulations for Student Use of Computers and Networks / Technology Acceptable Use Policy:

Computers and networks provide access to resources as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the system and related physical resources, and observe all relevant laws, regulations, and contractual obligations.

Use of computers by students and access by students to computer networks and to the Internet are services made available to further the educational mission of the Norwalk Public Schools. In order to be granted these access privileges and to retain them, students must abide by the guidelines set forth in these regulations.

All school computer systems, including equipment and operating systems are the sole property of the Norwalk Public Schools. Use of the Norwalk Public School's computer systems, including internet access and email, is not guaranteed to be private. As such, the user does not have an expectation of privacy in his/her use of such systems, and the Norwalk Public Schools reserves the right to monitor the use of such systems to ensure compliance with school policies and use guidelines such as, bypassing passwords where appropriate.

Information Networks

The Norwalk Public Schools' network connects all schools and offices to make sharing information and communicating possible. This network supports activities that have educational value for administration, instruction and learning by teachers and students. The Internet is a collection of many worldwide networks that support the open exchange of information. The Internet provides immediate access to information anywhere in the world. Users can view or print articles, documents and pictures that can be used in the instructional-learning process.

Student Behavior

Students are expected to use all computer equipment and network access to pursue intellectual activities, to seek resources, to access libraries and for other types of learning activities. Students must explore this new "space" to discover what is available there. They will learn new information and can share their newfound knowledge with classmates, teachers, parents and global learning partners. For the safety of all involved, caution must be exercised when communicating with people anywhere.

Because the Norwalk Public Schools' network is used as part of a school activity, the Code of Conduct for each student's school applies to network activity. Therefore, the Acceptable Use Policy is an extension of each school's behavior code. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and tampering with hardware and software.

The network may not be used to annoy, harass, or otherwise offend others. These rules also apply to other types of damage or information loss on the information networks that might be caused by destructive devices such as computer viruses. Any person responsible for a computer becoming infected with viruses, worms or any other type of destructive device will be liable. *Improper behavior may result in penalties, sanctions, and other consequences.*

Copying Software

With a few exceptions, software on the Norwalk Public Schools' computers and network are licensed for use on the Norwalk Public Schools' computers only. Copying software from a computer or network is prohibited unless specifically authorized in writing by an appropriate authority. *Illegal copying of software is subject to civil damages and criminal penalties, including fines and imprisonment.*

Moral and Ethical Issues

The Norwalk Public School District wants to provide a stimulating educational environment in which students, teachers and parents can grow as a learning community. While the Norwalk Public

School District wants this valuable educational tool used, the use of inappropriate information on the Internet will not be condoned. Some materials exist which are inappropriate to the instructional setting, and reasonable measures will be taken to prevent them from being accessed. Users must clearly understand that access to such material in any form is strictly forbidden.

The network is designed to achieve and support instructional goals and is *not intended to be used for financial gain*. Any information that does not support classroom learning should be avoided. Although the actual percentage of unacceptable materials is small, it can cause concern for students and parents if a student accesses those materials while doing legitimate research. If you have a question or concern regarding any materials found, students should apprise the teacher or computer lab supervisor.

Digital Content

Materials on the Internet can be considered part of a vast digital library. Electronic database and information search tools to access the Internet are becoming part of school media centers and libraries. Many public libraries also offer some type of Internet access as part of their services. Guidelines for access to information have already been established in the *Library Bill of Rights* of 1980. These principles can be applied to the Internet as well. This document states that "attempts to restrict access to library materials violate the basic tenets of the *Library Bill of Rights*;" however, school librarians are required to devise collections that are "consistent with the philosophy, goals and objectives of the school district." This means that students have the right to information, but the school has the right to restrict any information that does not apply to the approved curriculum.

Using Resources

Information networks have limited capacities. The more users there are on the network, the more congested the network becomes, and access to information will take longer. The following guidelines will help ease congestion:

- Do not tie up the network with idle activities.
- Do not play games with others on the network or on Internet.
- Do not download huge files unless directed to do so by a teacher.
- Download only information that is needed.
- Use access time efficiently.

Visitors

We welcome families and other visitors, and take special care to guard the safety of our students and staff. All exterior doors remain locked during school hours. **Only the main entrance is used during school hours.**



We ask that all visitors go directly to the main office upon entering the building. All visitors must obtain a Visitor's ID badge in the main office and sign in and out. Please call the principal in advance to schedule an appointment for a classroom visit.

In order to protect the safety and welfare of children while under the supervision of the school, we ask that visitors please leave promptly when their business is completed.

Health Information

Robert Appleby School Based Health Centers

Brien McMahon High School provides space for the Human Services Council to operate the Robert Appleby School Based Health Center to serve our students. A school based health center is a licensed health care facility, separate from, but located in a school. Services are available to any student with written parental consent. The essential purpose of a School Based Health Center is to provide primary and preventive physical health services and health education. These core services are provided by nurse practitioners (advanced practice nurses) or physicians' assistants, and clinical social workers. All centers have a medical director, who provides consultation and supervision as appropriate. Some centers also provide dental care. Additional staff may include: medical assistants, outreach workers, health educators, and substance abuse counselors.

Medications

To receive any medication including *any* over the counter medication, such as Tylenol, aspirin, cough syrup, etc. during the school day, there must be a medication form on file signed by a doctor and a parent/guardian. Please contact the school nurse for necessary forms and information if medications need to be administered in school.

- All medication must be brought to the school nurse.
- Medications must be delivered by the parent or other responsible adult to the school.
- All medications must be brought to school in their original containers.
- No more than a 45 school day supply of a medication for a student shall be brought to school.

Physical Examinations

Physical examinations are required for all entering grade 9 students and all students new to the Norwalk school system. All physicals must be recorded on the blue Connecticut State Health Assessment Record and must include a vision and hearing test. Any student who does not comply with this state requirement will not be permitted to attend school. All physical forms are due to the school nurse by October 15. Failure to do so will result in exclusion from school.

A physical examination for sports participation is required for all students participating in interscholastic sports at the high school level. The examination is valid for one calendar year plus a one month grace period for compliance. **The student is responsible for being aware of the expiration date of their physical exam.** Once the health assessment is outdated, the student will not be permitted to continue participating in high school sports until documentation of a new physical exam is reviewed and cleared by the school nurse. The sports physical must be documented on the "State of Connecticut Department of Education Health Assessment Record".

All students new to the district or returning to the district must show evidence of a physical exam. The exam must be done within one year of entering and recorded on the Connecticut State Health Assessment Record (blue).

Any student who is absent from the school district more than four months must complete a current health assessment/physical. A student who establishes residency in a foreign country for any duration must complete a health assessment/physical upon re-entry.

Norwalk Public Schools Health Services Rules for Absence and Exclusion from School

Parents and guardians are asked to:

- Notify the school when a child is absent due to illness.
- Not send a child to school who has a cold or any communicable disease.
- Communicable disease must be reported to the Department of Health at 854-7776 by the child’s physician or parent.

The exclusion period for patients with a communicable disease is stated in the table below.

DISEASE	TIME PATIENT IS EXCLUDED FROM SCHOOL
Chicken Pox	Six days from onset
Diphtheria	Until two negative cultures have been obtained by a physician
Fungus Ringworm of Scalp	On certification by a physician that patient is under adequate treatment
German Measles	Five days from onset
Impetigo	On certification by a physician that patient is under adequate treatment
Influenza	Until clinically well
Ivy or Shrub Poisoning	Not excluded
Measles	Five days after rash appears
Meningococcal Meningitis	Until certified by a physician as cured
Mumps	Until glands are normal
Pediculosis (Head Lice)	Until all sign of nits are gone
Pinkeye	On certification by a physician that patient is under adequate treatment
Poliomyelitis	Ten days
Rash	Until diagnosed by a physician plus certification that patient is under adequate treatment
Scabies	Until diagnosed by a physician plus certification that patient is under adequate treatment
Scarlet Fever Streptococcal Sore Throat	On certification by a physician that patient is under adequate treatment
Tuberculosis	Until three negative cultures have been obtained by a physician
Whooping Cough	Three weeks after whooping begins

These rules are in general as set forth in the Public Health Code of the State of Connecticut.

Special Services

School Counselor

The school counselor serves as a resource to students, families, and staff. The counselor is assigned to students during four years of high school. The school counselor assists students with subject selection, academic concerns, personal issues, etc.

Social Worker

The school social worker is a resource for the entire school family. The social worker assists students, parents, and staff by developing programs to foster positive interpersonal relations and works with them on any personal or social problems affecting learning. The Social Worker also offers workshops and support groups for students as needed.

School Psychologist

The school psychologist is a resource person for parents, students, and staff. The work involves some individual testing, but the main emphasis is to work with teachers and students in the classroom.

Outreach Worker

The Outreach Worker works within the community to foster more parental participation and conducts home visits at the request of the administration. Outreach workers offer community workshops for parents and attend PPT or teacher conferences when requested.

Speech

The speech pathologist provides language and speech services as needed for students. This may include individual or group therapy, classroom support in language areas, and consultation with parents and teachers regarding communications skills.

School Nurse

School nurses are available to provide services to meet the needs of students with identified special health needs. The student's individual health care plan determines how special health services will be provided.

Special Programs

Career Center

The Career Center provides all high school students and staff with current occupational, educational, and self-awareness information. It promotes thoughtful career planning and decision making, both on individual and group levels.

Center for Global Studies

The Center for Global Studies (CGS), an inter-district Magnet School, offers Japanese, Chinese and Arabic languages, history, and literature through interdisciplinary Asian study. An annual student exchange program with high schools in Japan and China is a feature of the program. For more information, visit the CGS website at www.centerglobalstudies.org or call 852-9488, Ext. 11007.

District Notifications

Please refer to your District Handbook for Student & Families for complete information about the school district, its policies and practices, and expectations for student behavior. The handbook is available on the website and in print. A few important district notifications are highlighted below.

Discrimination & Sexual Harassment Complaints

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment or sexual violence on or off school grounds, while school is in session or not is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action. Under Title IX, schools are legally required to respond and remedy hostile educational environments and failure to do so is a violation that means a school could risk losing its federal funding.

Definitions:

Sex discrimination occurs when a person, because of his or her sex, or perception of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's academic classes and/or other school sponsored activities. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, stalking, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using personal or school computer systems or phones, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature engaged in without affirmative consent, meaning an active, clear and voluntary decision by both parties to engage in the conduct. Consent cannot be given where one party is incapable of consenting due to the use of drugs or alcohol. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. It is understood that sexual violence may take place on or off school grounds, while school is in session or not, and includes violence that takes place on school buses or other school sponsored activities.

Complaint Procedure:

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints, preferably within 30 days, facilitates the investigation and resolution of such complaints, however all complaints will be investigated regardless of the date of filing.
2. As soon as a student believes that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the school's Title IX Coordinator, District's Title IX Coordinator or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - a. Name of the complainant,
 - b. Date of the complaint,
 - c. Date(s) of the alleged harassment/discrimination,
 - d. Name(s) of the harasser(s) or discriminator(s),
 - e. Location where such harassment/discrimination occurred,

- f. Names of any witness(es) to the harassment/discrimination,
 - g. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - h. Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation (translated to another language if necessary) and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, or his/her English language ability, a parent (or family representative), or school administrator may be permitted to fill out the form on the student's behalf.
 5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
 6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the district Title IX Coordinator by the school based Title IX Coordinator.
 7. The school based Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student (or adult in the school), regardless of whether the conduct occurred on or off-school grounds and regardless of whether the conduct occurred while school was in session or not. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
 8. Any student who makes a complaint shall be notified in writing of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
 9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, allow the student to have present another adult person of his or

her choosing attend such meeting, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

- b. provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations, and offer to answer any questions the student may have about the policy and his/her rights at any point during the investigation
 - c. consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation (including determining appropriateness of parent/guardian communication) and, where appropriate, explain these measures to the student and the rationale for it;
 - d. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e. consider whether alleged sex discrimination or sexual harassment has created a hostile school environment for the complainant, including consideration of the effects of off-campus conduct on the school;
 - f. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
 - g. when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation by any student, Board employee, or third party subject to the control of the Board against any individual before the complaint has been filed, at the time of a complaint, or after a complaint has been filed is strictly prohibited per Board policy and regulations. The district will take actions necessary to prevent and respond to retaliation associated with a complaint.

All students of all classes including but not limited to, students with disabilities, minorities, undocumented immigrants, and LGBTQ students have the same rights under the policy as every other student. Students should not hesitate to avail themselves of all of the protections herein.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE # (617) 289-0111).

Copies of this regulation will be distributed to all students.

Regulation approved and ADOPTED: 3/20/2018

SAMPLE

COMPLAINT FORM REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment:

Remedy requested (if known): _____

3/20/2018

Bullying/ Safe School Climate Plan

I. PURPOSE

The Board of Education (the “Board”) is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel safe in school, socially, emotionally, intellectually and physically. The purpose of this policy is to address the existence of bullying in schools and to establish the guidelines for the development of the district’s Safe School Climate Plan.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The principal of each school or his/her designee is responsible for handling all complaints of alleged bullying.

II. BULLYING PROHIBITED

- A. Bullying activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. No student, employee, volunteer, or contractor of the school district shall encourage, aid, or consent to bullying. No student, employee, volunteer, or contractor of the school district shall permit, condone, or tolerate bullying. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- B. Bullying is prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education.
- C. Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- D. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is also strictly prohibited.
- E. Any student who engages in bullying as defined in this policy may be subject to discipline up to and including expulsion. Any school employee who fails to respond to bullying as required by this policy and the district’s Safe School Climate Plan may be subject to discipline up to and including termination.

III. DEFINITIONS

- A. “Bullying” means (1) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (2) a physical act or gesture

by one or more students repeatedly directed at another student attending school in the same school district, that:

1. Causes physical or emotional harm to such student or damage to such student's property,
 2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
 3. Creates a hostile environment at school for such student,
 4. Infringes on the rights of such student at school, or
 5. Substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
1. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
 2. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
 3. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
 4. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
 5. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

6. "Safe School Climate Coordinator" means the individual appointed by the Superintendent of Schools from existing staff who is responsible for:
 - a) Implementing the district's Safe School Climate Plan;
 - b) Collaborating with the safe school climate specialists, the Board and the Superintendent of Schools to prevent, identify and respond to bullying in the schools of the district;
 - c) Providing data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law; and
 - d) Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.
 - e) "Safe School Climate Specialist", Principals Barbara Wood (BMHS) or Julie Parham (CGS) or their designees. who is responsible for:
 - (1) Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;
 - (2) Collecting and maintaining records of reports and investigations of bullying in the school; and
 - (3) Acting as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.
7. "School employee" means:
 - a) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or
 - b) Any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

8. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

C. SAFE SCHOOL CLIMATE PLAN

The following shall constitute the District's "Safe School Climate Plan" to address bullying in its schools. The Superintendent or his/her designee is authorized to promulgate such specific plans and procedures to further the implementation of the Safe School Climate Plan.

1. Reporting Procedures
2. Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.
3. Parents or guardians of students may also file written reports of suspected bullying.
4. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist (or another school administrator if the safe school climate specialist is unavailable), not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

D. Investigation

1. The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.
2. The safe school climate specialist shall review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
3. The investigator shall assess whether there is a necessity to take immediate interim measures to prevent further allegations of bullying or retaliation of any kind while the investigation is pending.
4. The investigator shall remind involved parties that any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.
5. At all times the investigator must be mindful of the requirements regarding the confidentiality of education records.

6. If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation or gender identity or expression, the investigator shall notify the district's Human Relations Officer. The student who has made a report of bullying and his/her parent or guardian will be provided with information about the district's policies and procedures for making a complaint of unlawful harassment.
7. After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by this policy.
8. The investigator shall inform the parents or guardians of the student who is the alleged victim as well as the parents or guardians against whom the complaint is made.

E. Response to Verified Acts of Bullying

1. If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reprimand, reassignment, transfer, suspension, termination or expulsion.
2. Each school shall notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
3. Each school is required to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. This invitation shall also include the description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Except in rare circumstances, such meetings with parents and guardians should be held separately.
4. A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take to protect such students against further acts of bullying.

5. Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
6. The principal of a school, or designee, shall notify the appropriate local law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

F. Prevention and Intervention Strategy

Students shall be provided with a variety of prevention and intervention strategies which may include, but are not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the State Department of Education;
2. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
5. Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees;
6. School-wide training related to safe school climate;
7. Student peer training, education and support;
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. Documentation and Record Keeping

1. Safe school specialists shall establish a procedure for each school to:
 - a) Document and maintain records relating to reports and investigations of bullying in such school.
 - b) Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.

- c) The district's safe school climate coordinator shall annually report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

H. Training

1. All school employees must annually complete training on the prevention, identification and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate via in-service training. (Such in-service training may not be required if the district implements any evidence-based model approach that is approved by the State Department of Education and is consistent with state law.) All other school employees shall receive such training as provided by the State Department of Education.
2. As part of the prevention and intervention strategies, schools may also implement school-wide training related to safe school climate and student peer training, education and support.

I. Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee (or designate at least one existing committee in the school) to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (1) and (2) below or any other activity that may compromise the confidentiality of a student. The safe school climate committee of each school shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and make recommendations to amend school policies relating to bullying;
4. Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;

6. Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
7. Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.

J. Periodic Assessment of School Climate

1. On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education. The assessments for each school in the district shall be submitted to the State Department of Education so that the state can monitor bullying prevention efforts over time and compare each district's progress to state trends.
2. Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

K. Notice Requirements

1. At the beginning of each school year, each school will provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.
2. Students and the parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
3. Students shall be provided with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.
4. The district's Safe School Climate Plan shall be made available on the board's and each individual school in the school district's Internet web site and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Child Abuse Reporting Policy

Reporting of Suspected Child Abuse/Neglect

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse or neglect. When any school nurse, psychologist, teacher, principal, guidance counselor, paraprofessional, coach of intramural or interscholastic athletics, or social worker has reasonable cause to suspect abuse or neglect of a child under the age of 18, he/she shall within twelve (12) hours and/or as soon as possible after there has been reasonable suspicion of abuse/neglect make an oral report by telephone or in person to the Department of Children and Families (DCF), or a law enforcement agency.

Such reports of abuse or neglect shall include the following information, if known: the names and addresses of the child and his/her parents or other person responsible for the child's care; the age of the child; the gender of the child; the nature and extent of the child's injury or injuries, maltreatment or neglect; the approximate date and time the injury or injuries, maltreatment or neglect occurred; information concerning any previous injuries to, maltreatment of or neglect to the child or his/her siblings; the circumstances in which the injuries, maltreatment or neglect came to be known to the mandatory reporter; 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.

The individuals listed above, who are known as mandatory reporters, must submit a written report to DCF within 48 hours of making the oral report. The written report must contain the same information as listed above. The reporter shall also submit a copy of the written report to the Superintendent of Schools. The Superintendent shall immediately notify the child's parent or other person responsible for the child's care that a report of abuse or neglect has been made and immediately notify the police department of the alleged abuse. If the report concerns abuse or neglect by a certified school employee, the Superintendent shall also send a copy of the written report to the Commissioner of Education. In making all written reports required under this policy, the reporter shall use the "DCF-136" form.

Reports under this policy should be made where a mandatory reporter in his or her professional capacity, has reasonable cause to suspect or believe that any child under the age of eighteen: has been abused in one or more of the following ways:

1. has had physical injury or injuries inflicted upon him or her other than by accidental means, or
2. has injuries which are at variance with the history given of them, or
3. is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment; and

4. has been so abused by a person responsible for such child's health, welfare, or care or by a person given access to such child by such responsible person; or has been neglected in one or more of the following ways:
 - a. has been abandoned;
 - b. is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being; or
 - d. is placed in imminent risk of serious harm by a person responsible for the child's health, welfare, or care, or by a person given access to the child by the responsible person.

When an investigation by DCF has determined there is reasonable cause to believe that a child has been abused by a certified school employee, the Superintendent shall suspend the certified employee with pay and without termination of benefits. The Superintendent shall notify the Board of Education and the Commissioner of Education or his representative of the reasons for and conditions of the suspension within seventy-two (72) hours after the suspension. The Superintendent shall also disclose those records provided by DCF concerning its investigation to the Commissioner of Education and the Board of Education or its attorney. If the contract of employment of a certified school employee is terminated as the result of an investigation of abuse, the Superintendent shall notify the Commissioner of Education or his representative within seventy-two (72) hours after such termination.

The Superintendent may delegate his or her responsibilities for receiving and making reports, notifying and receiving notification, and conducting investigations to a designee. The Superintendent of Schools is authorized to receive notice from the State's Attorney of convictions of certified school employees for crimes involving an act of child abuse or neglect or sexual assault.

Penalty

Under state law, any person who is required to report suspected child abuse/neglect and fails to make such a report will be fined between \$500.00 and \$2500. Any person who knowingly makes a false report of child abuse or neglect shall be fined no more than \$2,000 nor imprisoned not more than one year or both.

Legal Risk

Under state law, any person who in good faith makes or in good faith does not make a report of suspected child abuse/neglect is immune from any civil or criminal liability.

Emergency Health Care and Reasonable Inquiry

When reasonable cause to suspect or believe that a child has been abused or neglect exists or when a child has a visible injury, public school personnel may make reasonable inquiry of the child regarding such suspicion or visible injury.

If a school nurse or school medical advisor is not readily available and the rendering of emergency first aid is necessary, other public school personnel who have completed a course in first aid offered

by the American Red Cross, the American Heart Association, or the Connecticut Department of Health Services may render such emergency first aid to a child. In accordance with state law, any person providing such aid is not liable for civil damages for any personal injuries which result from acts or omissions by such person rendering the emergency first aid, which constitute ordinary negligence. The immunity does not apply to acts or omissions constituting gross, willful or wanton negligence.

Interviewing the Child

Public school personnel who believe that an interview in the school setting may be necessary in order to protect the child must notify DCF as early in the day as possible to provide both DCF and the school administration ample time to coordinate appropriate activities and actions. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school. If school personnel then retains the child after the scheduled school day in order to ensure an interview by DCF or local or state police, school personnel must attempt to notify the parents of the child, except where the alleged abuse involves the parents.

Preparation for the Interview

If DCF determines that a school interview is appropriate, the DCF social worker shall be required to notify the superintendent of schools or designee prior to the school visit with as much advance notice as possible. The DCF social worker shall provide the superintendent of schools with a DCF identification. If the DCF social worker is not known to school personnel, a verifying call to the local DCF office shall be made. If deemed appropriate by DCF or the administration, the parent or guardian of the child will be notified prior to the interview. DCF personnel is solely responsible for scheduling such interviews. If the DCF social worker does not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, school personnel must attempt to notify the parents of the child that the child will be late, except where the alleged abuse involves the parents.

The Interview

To ensure confidential communication, the school administration shall provide a private place to interview the child. As part of the investigative process, the DCF social worker may request that school personnel be present during the interview. The investigation is to be conducted solely by the DCF social worker.

The removal of clothing as part of an investigation into an inquiry, which may have been caused by child abuse, shall be done at the request of the following persons:

- DCF Social Worker; the school medical advisor; or the school nurse.

Parental Rights Regarding Student Information

Parent/Student Notification Prior To Destruction of Student Records

Enrolled Special Education Students: Parents will be notified verbally or in writing by the Custodian of Records if after a review of the records, it is determined that certain student information is no

longer necessary for educational purposes. It is recommended that whenever possible this review takes place at or immediately after a PPT (but while the parent is present).

Graduated Non-Special Education Students: A notification will be placed in local newspapers in the month of December stating that confidential records for students who were not identified as handicapped at the time they graduated or left the school system before graduation will be destroyed by the end of the month. This notice will appear six years following the student's expected graduation date.

Graduated Identified Special Education Students: A letter will be mailed to the last known address and a notification will be placed in local newspapers regarding the destruction of confidential records for students who were identified as handicapped at the time they graduated or left the school system. This notification process will take place in the month of December six years following the student's expected graduation date. The Supervisor of Special Services will only implement the procedure if he/she feels the information in the records will not be helpful to the handicapped student to obtain benefits from other government or private agencies in the future.

Cumulative Records: Notification will be placed in local newspapers regarding the destruction of cumulative records fifty years after the student's expected graduation date.

Permission For Destruction Of Student Records

Before records are destroyed, the written approval of four officials must be obtained: (1) The School Superintendent, (2) The Chief Administrative Officer of the Municipality, (3) The State Public Records Administrator and (4) The State Librarian.

Parental Rights Regarding Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") 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 45 days of the day the District receives a request for access.
 - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect.
 - b. The principal will make arrangements for access and notify the parent 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 parent or eligible student believes are inaccurate or misleading.
 - a. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - b. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 parent 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 educational records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational 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 School Board, a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as 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 educational record in order to fulfill his or her professional responsibility.
 - b. 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

600 Independence Avenue, SW

Washington, DC 20202-4605

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

The PPRA affords parents as well as students who are 18 and emancipated minors (“eligible students”) certain rights regarding the conduct of student surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following subjects (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others, except to the extent notification of such activities is not required by law.
- Inspect, upon request and before administration or use-
- Protected information surveys and students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with:

the School Principal or:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-4605

The following types of information contained in the educational record of an enrolled student are hereby designated as directory information and may NOT be disclosed by school officials without the prior consent of a parent or eligible student, except the following:

- The student's name
- The student's photograph/yearbook
- The student's dates of enrollment
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student
- Alumni parent or student addresses

A parent or eligible student may refuse to allow Norwalk school officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and must be received by the principal.

**NOTIFICATION OF INTENT TO RELEASE STUDENT INFORMATION
TO MILITARY RECRUITERS WITHOUT PRIOR CONSENT**

Pursuant to the No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002, the school district is required to provide, upon request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. In addition, the school district is required to provide military recruiters with the same access to secondary school students and on-campus recruiting opportunities, as well as to directory information as provided for herein, as is provided generally to post-secondary educational institutions or to prospective employers of those students.

A parent or eligible student may refuse to allow school officials to designate any or all of the above listed types of information as directory information. A parent or eligible student may also request that school officials not release the student's name, address, and telephone listing to military recruiters or an institution of higher education without the prior written consent of the parent or eligible student. Any such request must be made in writing to and received by the Principal.

Programs for Handicapped Students - Section 504

It is the policy of the Norwalk Board of Education to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or has a record of such impairment; or is regarded as having such impairment
- Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Education of the Handicapped Act, P.L. 94-142 (EHA/IDEA). Students who are identified as individuals with exceptional needs, according to EHA/IDEA criteria, are not addressed under this policy.

The Superintendent shall designate a Section 504 Coordinator for the Norwalk Public Schools and will annually notify all students, parents, staff and administrators of this policy, as well as the contact information for the 504 Coordinator. The Superintendent shall require that a grievance procedure is established for the processing of any complaint under Section 504 about discrimination in facilities

or services within the Norwalk Public Schools and shall further insure that notice regarding this procedure is provided annually to students, parents, staff and administrators.

The Board designates the Human Relations Officer (“the HRO”) as the compliance officer responsible for the implementation of this policy. The HRO will, at least annually, notify all students, parents, staff and administrators of this policy, as well as the name and contact information for the HRO and the procedure for processing complaints of alleged unlawful discrimination.

Code of Conduct for NPS

The following is meant to be an administrative guideline for the purpose of establishing consistency and fairness among the high school administrative teams. This code of conduct is in line with Public Act 07-66 amended Section 10-233c of the Connecticut General Statutes concerning in-school suspension. These guidelines **are not** intended to constrain or limit the professional judgment of the administrator **or the authority of the Board of Education to expel a student.**

The principal and/or/his/her designee shall execute the following guidelines with discretion. Each incident will be thoroughly investigated and “due process” will be followed. It is important to realize these guidelines pertain to all students when they are in the school, on school grounds, on a school bus or at bus stops, or at any school activity.

Parents will be notified of any disciplinary action.

DESCRIPTION OF LEVELS

The RAMS (Responsible, Accountable, Mindful, Supportive) BEHAVIORAL GUIDELINES organizes student offenses into five distinct levels ranging from minor acts of misconduct (Level I) to the most significant and potentially illegal acts of misconduct (Level V). For each of these levels, a brief description, suggestions for intervention and protocols for response are provided to guide NPS staff and administration in making decisions. As previously stated in this document, the decision to level acts of student misconduct may be modified based on the context and specific needs of the student. It is important to note that the levels of offenses are designed to limit, rather than assign, the severity of the discipline for an infraction. Thus, the available interventions and consequences of lower levels are available to subsequent levels.

LEVEL I OFFENSES

Level I offenses are low level rule violations and minor acts of misconduct that disrupt the orderly operation of the classroom, a school function, extracurricular/co-curricular program or district transportation. Level I offenses are typically handled by the NPS staff member who observes the student committing the offense and are seen as learning opportunities requiring a direct conversation, reminder or minor discipline to correct.

Suggested Level I interventions are:

- Teacher/student conversation and/or private conference
- Student redirection (preferential seating, proximity, cue card, etc.)

- De-escalation strategy
- Mediation
- Parent contact/conference
- Classroom level loss of privileges
- Teacher level detention
- Check-in with school counselor/social worker
- Parent contact

If the Level I behavior(s) persists, the staff member may seek support from the school administrator or school support staff regarding an intervention that would best change the student's behavior. Suspension is not an available disciplinary response for Level I violations.

LEVEL II OFFENSES

Level II offenses are more serious acts of misconduct than Level I offenses. Level II includes acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others. Level II offenses typically call for additional interventions beyond those required in Level I. These interventions must include parental contact and may include the engagement of various school and community supports to develop plans to improve student decision

making. If appropriate, Level II offenses may be referred to NPS administration for low level disciplinary consequences. These responses should be used in a graduated fashion

Suggested Level II interventions are:

- All level I interventions
- 1:1 counseling (teacher/support staff/parent)
- Removal from class
- Parent/Team conference (including appropriate support staff)
- SRBI Behavioral Process
- Community/Restorative Circle
- School/Community Service
- Referral to outside services as appropriate
- Referral to Juvenile Review Board
- Referral to Behavioral Health Supports
- Administrative level detention(s) after school and extended)

For level II interventions, NPS staff should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Suspension is not an appropriate disciplinary response for Level II violations.

LEVEL III OFFENSES

Level III offenses are major acts of misconduct that include repeated serious disruptions of school order and/or threats to the health, safety, and property of others. Level III offenses require administrative

intervention and support. In addition to all interventions applied in Levels I-II, administrators must utilize the due process protocols spelled out in BoE policy 5114.5. When a Level III offense occurs, NPS staff should refer the student to an administrator as quickly as possible with a detailed description of the misconduct. These responses aim to correct behavior by addressing its severity and acknowledging potential implications for future harm while still keeping the student in school. In addition to appropriate levels of support and intervention, Level III offenses may require administrative discipline up to In School Suspension.

Suggested Level III interventions are:

- All Level I-II interventions
- Referral to outside services as appropriate
- Loss of Privilege/Social Probation
- Restitution
- Behavior Contract
- Referral to appropriate substance abuse counseling/support groups such as Positive Choices * All discipline up to In School Suspension

For level III interventions, NPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension is not an appropriate disciplinary response for Level III violations.

LEVEL IV OFFENSES

Level IV offenses are a significant act of misconduct that disrupts school order, and/or injures the health, safety, and property of others. Level IV offenses require administrative intervention and support. In addition to all interventions applied in Levels I-III, administrators must utilize the due process protocols spelled out in BoE policy 5114.5. When a Level IV offense occurs, NPS staff should refer the student to an administrator as quickly as possible with a detailed description of the misconduct. In addition to appropriate levels of support and intervention, Level IV offenses may require administrative discipline up to Out of School Suspension for no more than five days.

Suggested Level IV interventions are:

- All Level I-III interventions
- Referral to outside services as appropriate
- All discipline up to five days of Out of School Suspension

For Level IV interventions, NPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension of more than five days is not an appropriate disciplinary response for Level IV violations.

LEVEL V OFFENSES

Level V offenses are the most significant and potentially illegal act of misconduct that disrupts school order, and/or injures the health, safety, and property of others. These acts may include behavior that is illegal and dangerous. Level V offenses require administrative intervention and support. In addition to all interventions applied in Levels I-IV, administrators must utilize the due process protocols spelled out in BoE policy 5114.5. When a Level V offense occurs, NPS staff should refer the student to an administrator as quickly as possible with a detailed description of the misconduct. In addition to appropriate levels of support and intervention, Level V offenses may require administrative discipline of an Out of School Suspension of six days or more, as well as a referral for expulsion from school. In addition, for specific Level V offenses, NPS should be notified and alerted for potential arrest.

Suggested Level V interventions are:

- All Level I-IV interventions
- Six days or more Out of School Suspension
- Superintendent Hearing
- Referral for Expulsion
- Notification of NPD
- Law Enforcement Referral to Diversionary Program
- Law Enforcement Arrest

For Level V interventions, NPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension of six days or more, referral for expulsion and notification of NPS are appropriate disciplinary responses for Level V violations.

TABLE C: Incident Type

Code	Name	Description	Offense Level
Fighting/Battery			
1700	Fighting/altercation /physical aggression	Participation in an incident that involved a physical confrontation in which one or all participants receives at least some type of minor physical injury (such as a black eye, bloody nose or lip, bruises, etc.). This code can also be used in situations where one person strikes another (causing minor injuries) and the fight is broken up prior to the other participant retaliating.	[SERIOUS] 4-5
1720	Battery/assault	Striking another person with the intent of causing serious bodily harm to the individual. Example: one person physically attacks a person (provoked or not) resulting in an injury requiring any level of medical attention. This code should be used for bites that break the skin.	[SERIOUS] [VIOLENT] 5
1740	Serious disorderly conduct	Security/police were called, an injury may have occurred, and/or there was a major disruption to the educational process.	4-5
Personally Threatening Behavior			
1800	Harassment (non-sexual)	Annoying or physically attacking a student (or school personnel), creating an intimidating or hostile educational (or work) environment.	[SERIOUS] [VIOLENT] 1-5
1810	Threat/intimidation/verbal harassment	Physical, verbal, written, or electronic communication (without displaying a weapon and without a physical attack) which results in fear of harm.	[SERIOUS] [VIOLENT] 3-5
1811	Racial slurs/hate crimes	An incident involving characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.	[SERIOUS] [VIOLENT] 4-5
*** Bullying (formerly 1812) is no longer an Incident Type. If you are reporting a bullying incident use the Bullying field. ***			
1813	Hazing	The imposition of strenuous, often humiliating, tasks as part of an initiation.	[SERIOUS] [VIOLENT] 4-5

1814	Teasing	Making fun of, or attempting to provoke a person in a playful way.	[VIOLENT] 1-4
1817	Threats of bodily harm	Similar to Incident Type 1810, however, police are notified due to severity of the threat. A weapon may be involved. This code should be used for death threats.	[SERIOUS] [VIOLENT] 4-5
1818	Physical intimidation	Subjecting a person to physical intimidation (such as cutting a person's hair, striking a match or lighter near a person, etc.).	[VIOLENT] 4-5
Physical/Verbal Confrontation			
1710	Physical altercation	Participation in a confrontation, or some type of physical aggression that does not result in any injury. Use this incident type when one person strikes another (causing no injuries) and the altercation is broken up prior to the other participant retaliating.	[SERIOUS] 3-4
1711	Verbal altercation	Participation in an incident involving a verbal confrontation (i.e., shouting match, yelling etc.).	[SERIOUS] 2-4
1712	Inciting a fight/riot	Causing or instigating a fight or riot.	[SERIOUS] 3-5
1713	Accessory to fight	Aiding in a fight (acting as a lookout, recording the fight, failing to inform administration of the fight).	2-4
1730	Throwing an object (serious)	Indicate the type of object thrown in either the weapons category. Use this category if there is a victim with any level of injury. If the offense was not serious, use code 3611 (listed under School Policy Violations).	S V 3-4
1750	Gang related behavior	Gang related behavior/issues.	3-5
1760	Breach of peace	Any act of molesting, interrupting, hindering, agitating, or arousing from a state of repose or otherwise depriving inhabitants of the peace and quiet to which they are entitled.	3-5
2310	Transporting students off school ground	Transporting students off school grounds without the consent of his/her custodial parent(s) or legal guardian or school authorization.	2-3
*KEY: [SERIOUS] = Incident Must be reported regardless of Sanction [VIOLENT]=Requires a Victim to be reported			
Property Damage			
1100	Arson	Arson (Sec. 53a-111, 112, & 113) is defined for the purpose of this report as the reckless destruction or damage to a building or other school property by intentionally starting a fire or causing an explosion. When fireworks or other incendiary devices are a contributing factor, then the weapon type used must be reported.	S 5

1110	Reckless burning	Reckless burning (See Sec. 53a-114.) A person is guilty of reckless burning when he intentionally starts a fire or causes an explosion, and thereby recklessly places a building in danger of destruction or damage. Lighting paper on fire, a garbage can fire, setting a person's personal property on fire etc.	5
3500	Vandalism	Willful destruction or defacement of school property (destroying school computers, carving a desk, spray painting walls, damaging vehicles, etc.).	S 3-5
3510	Destruction of personal property	The destruction of personal property (clothing, backpack, etc.).	S V 1-2
School Policy Violations			
3600	Policy Violation - Arrest	An out-of-school incident occurred resulting in the student's arrest. The student has now been sanctioned due to the arrest per local school district policy. When 3600 is the Incident Type School-Based Arrest must be no.	4-5
3601	Insubordination/disrespect	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.	1-4
3604	Cheating	Obtaining, or attempting to obtain, credit for work via dishonest or deceptive means. (cheating on a test, homework, etc.)	1-2
3605	Forgery	Fraudulently making or altering a document (test, report card, etc.)	1-2
3606	Plagiarism	To steal and pass off work as one's own without properly crediting the source.	1-2
3607	Grade tampering	Unauthorized change of grades.	3-5
3610	Disorderly conduct	Any behavior or act that seriously disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment. For Disruptive Behavior see incident code 3628. For Breach of Peace, see code 1760.	3-4
3611	Throwing objects	Victimless incident in which a student propels an object (a rubber band, paper, etc.). If the offense was serious, use code 1730 - Physical/Verbal Confrontations.	1-2
3612	Motor vehicle infraction	Violation of school/district motor vehicle rules.	2-3
3620	Obscene behavior	Any behavior that is offensive to morality or decency (lewd behavior, indecent exposure, mooning, etc.).	2-4
3621	Obscene gestures	A movement or positioning of the body that is offensive or vulgar.	1-3

3622	Obscene written messages	Any communication that is offensive or indecent. This includes written and electronic communication (texts, Snapchat, Twitter, Facebook, etc.)	1-4
3623	Displays of affection	A physical act of intimacy (kissing, etc.).	1-2
3624	Obscene language/profanity	Offensive or indecent language.	1-4
3625	Pornography	In accordance with school policy.	2-3
3626	Spitting	Ejecting saliva forcefully from one's mouth.	3-4
3627	Inappropriate behavior	Horseplay, play fighting, playing cards (for Gambling see code 3660).	1-3
3628	Disruptive behavior	Disruption of class; or causing a disruption in the hallway, cafeteria or other area of the school.	1-2
3629	Risk of injury	Behavior that potentially could result in injury; pranks may fall into this category.	2-3
3630	Attendance policy violation	Violation of state, school or district policy related to attendance.	1-4
3631	Skipping class	In accordance with school policy.	1-3
3632	Tardiness	In accordance with school policy.	1-2
3633	Truancy	In accordance with school policy.	1-4
3634	Failure to attend detention or ISS	In accordance with school policy.	1-4
3635	Leaving school grounds	In accordance with school policy.	1-3
3636	Loitering	In accordance with school policy.	1-3
3638	Dress code violation	In accordance with school policy.	1-2
3639	Trespassing	In accordance with school policy.	2-4
3640	Poor Grades	Accumulation of zeros or other unacceptable grades.	1
3641	Presence in an unauthorized area	Being in an unauthorized area.	1-3
3642	Refusal to identify	Refusal to provide student identification/ID Badge.	2-3
3643	Accumulation of suspensions	In accordance with school policy.	3-4
3644	Accumulation of detentions	In accordance with school policy.	1-2
3645	Accumulation of demerits	Accumulation of demerits.	1-2
3646	Behavioral referrals	Behavioral referrals.	1-2

3647	Removal from class	Removal from class.	1-2
3648	Leaving class without permission	Leaving class without permission.	1-2
3649	Safety code violations	Safety code violations.	1-5
3650	False fire alarm	In accordance with school policy.	5
3651	Calling 911	In accordance with school policy.	5
3652	Crank or harassing phone calls	Crank or harassing phone calls.	3
3653	False information/lying	False information/lying.	5
Theft/Theft Related Behaviors			
1400	Burglary/breaking and entering	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.	S 5
1410	Theft/stealing	The unlawful taking of property belonging to another person without threat of bodily harm or violence. For example, electronic theft or taking a pocket organizer from another student's open locker. Consider coding theft of low value items (pencil, notebook) as 3600-Violation of School Rules. Note: The difference between theft and burglary is that theft does not involve breaking and entering and no victim is present.	S 2-5
1411	Suspicion of stealing	Suspicion of stealing	1-5
1420	Robbery	The taking or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances using force, fear or the threat of violence. For example, threatening to beat up a student if he does not give up his lunch money. Note: The difference between robbery and theft is that in a robbery, the victim is present and there is either the threat of or actual physical harm.	S 4-5
1430	Possession of stolen property	Possession of stolen property.	3-4
1431	Sale or intent to sell stolen property	Sale or intent to sell stolen property.	3-5
2800	Counterfeiting	Possession of counterfeit currency with the intent to distribute/use. The police/security personnel must be involved.	5
2801	Possession of counterfeit currency	Possessing counterfeit bills. The police/security personnel must be involved.	4-5
Sexually Related Behavior			

1900	Harassment (sexual)	Inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. For example, leering, pinching, grabbing, suggestive comments, gestures, or jokes; or pressure to engage in sexual activity.	S V 4-5
1910	Sexual battery	Oral, anal, or vaginal penetration forcibly or against the will of a person or where the victim is incapable of giving consent. Sexual contact forcibly and/or against the will of a person or where the victim is incapable of giving consents because of his/her youth and/or mental incapacity. For example, rape, fondling, indecent liberties, child molestation, sodomy, or statutory rape.	S V 5
1920	Sexual offense	Sexual intercourse, sexual contact, or other behavior intended to result in mutual sexual gratification. There is no force or the threat of force. Fondling or oral sexual contact are examples.	S V 4-5
Violent Crimes Against Persons			
1820	Foreign substance in food/drink - bodily secretions (feces, urine, etc.)	Intentionally placing foreign substance in a person's food or drink that could seriously harm the individual.	V 3-5
1821	Foreign substance in food/drink - prescription medications	Intentionally placing foreign substance in a person's food or drink that could seriously harm the individual.	V 5
1822	Foreign substance in food/drink - illegal drugs	Intentionally placing foreign substance in a person's food or drink that could seriously harm the individual.	V 5
1823	Foreign substance in food/drink - other (dirt, clay, crayons, etc.)	Intentionally placing foreign substance in a person's food or drink that could harm the individual.	V 5
1824	Foreign substance onto a person	Spraying or otherwise placing a foreign substance on a person with the intent of causing harm or making a person uncomfortable (e.g., itching powder; spraying mouthwash into persons face; placing gum or other substance into hair)	V 4-5
1825	Intentionally endangering an individual(s)	The intentional cause of immediate danger to persons or person such as placing them in contact with a caustic substance (latex gloves, peanuts, etc.).	V 5
2000	Homicide	Murder or manslaughter. Killing of a human being.	S V 5

2050	Attempted suicide	Requiring psychiatric evaluation; sanction must be consistent with incident.	1-5
2060	Self-injurious behavior	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	1-5
2061	Psychotic episode	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	1-5
2062	Psychotic break	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	1-5
2100	Stabbing	The intentional puncturing of the skin using some type of sharp instrument. The type of weapon used (e.g., knife, pencil/pen) must be indicated.	S V 5
2200	Blackmail	The extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior. Law enforcement must be notified.	S V 5
2300	Kidnapping (abduction)	To seize, transport, and/or detain a person or a minor against their will either by force or fraud (taking a hostage, leaving school grounds without permission with a minor).	S V 5
2700	School threat/bomb threat	Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building, property or harm to students and/or staff (e.g., bomb threat, chemical/biological threat, terrorist threat). The police/security personnel must be involved.	S V 5
Weapons			
3700	Weapon only	Weapon only	S 5
Drugs			
3800	Drugs/alcohol/tobacco only	Drugs/alcohol/tobacco only	S 3-5

TABLE D: Weapon Involvement

Code	Weapon Type	Additional Information
0000	None	No weapon involved.
3701	Knife 2 ½ Inches or Greater	Steak knife, hunting knife, etc.
3702	Knife Smaller than 2 ½ Inches	Pen knife, boy or girl scout pocket knife
3703	Box Cutter	A small tool that is made for opening cardboard boxes and that has a very sharp blade that can be pushed in and out of its case.
3704	Pencil/Pen	When used in a stabbing incident
3705	Razor Blade	A thin sharp-edged piece of steel that can be fitted into a razor
3708	Sword/machete/long knife	
3710	Shank	Homemade weapon/knife
3711	Handgun*	Any authentic firearm that can be held and fired with one hand such as a revolver or a pistol.
3712	Rifle/Shotgun*	A gun that has a long barrel and that is held against your shoulder when you shoot it.
3713	Toy Gun/Water Gun/Cap Gun	
*Requires an expulsion hearing		
3714	Pellet/BB Gun/Air Gun	Includes homemade blow guns/pea shooters
3715	Slingshot	A Y-shaped stick with an elastic strip between the prongs for propelling stones and other small objects
3716	Ammunition	Any bullet or bullet-like object that can be fired from a weapon.
3717	Stun Gun	A battery-powered, hand-held weapon that fires an electric charge when held against a person and activated by a trigger or button, used particularly by police, to immobilize a person briefly and without injury.
3718	Paint gun	An air gun for firing paint capsules.
3719	Facsimile of Gun	Facsimile of gun.
3720	Explosive Devices*	Pipe bomb; chemical bomb or other types of explosive devices meant to kill or harm.
3721	Stink Bomb/Smoke Bomb	A small bomb made to emit a foul smell or smoke on exploding.

3722	Fireworks/Firecrackers	A small explosive charge and a fuse in a heavy paper casing, exploded to make noise and/or firework.
3723	Facsimile of Bomb	Facsimile of a bomb.
3724	Flame Thrower	Homemade flame thrower for example using aerosol can and fire.
3730	Defensive Device	Gas repellent, mace, chemical/pepper spray.
3731	Any projectile (high risk)	Any object that can be thrown such as rocks, bricks, etc. These objects generally <u>can</u> cause an injury.
3732	Any projectile (low risk)	Any object that can be thrown or used to project such as a rubber band, crumpled paper, etc. These objects generally <u>cannot</u> cause injury.
3733	Office School Supplies (Sharp)	Thumb tacks/paper clips
3734	Office School Supplies (Blunt)	Stapler, books
3735	Furniture	Desk, chair, table, door, window etc.
3736	Belt/Rope	Any materials that can be used to tie-up, strike, or otherwise harm an individual.
3737	Pen shocker/zapper	Pen shocker/zapper
3738	Chain, wire rope, etc.	Chain, wire rope, etc.
3740	Martial Arts Device	e.g., Chinese star
3741	Brass Knuckles	A band of metal with four holes that fits over the upper fingers and that is gripped when a fist is made, used for increasing the effect of a blow with the fist.
3742	Baton/Billy club	A heavy stick that is generally carried by police officers and is used as a weapon.
3743	Blunt Tools	Multi-tool pliers, wrench, hammer, dye tap, etc.
3744	Nail Gun	A mechanical device for driving nails into an object by the force of compressed air.
3745	Grooming tools	Tweezers, nail clippers, nail file, comb etc.
3746	Sharp tools	Drill bits, seam ripper, sewing tools, meat thermometer, screwdriver, letter opener, cork screw
3750	School supplies	Compass, calipers, scissors, etc.
3751	Flare gun	Flare gun
3755	Hatchet/Axe	Hatchet/axe
3760	Sport equipment/sticks	Baseball bat, hockey sticks, sticks, umbrella

3771	Medical Equipment	Crutches, cane
3773	Pocketbook	Book bag, gym bag, backpack
3780	Butter knife/Table knife	Not a steak knife
3781	Plastic knife	Plastic knife
3782	Switchblade	A knife that has a blade inside the handle which springs out when a button is pressed.
3791	Facsimile of Other Weapon	Include additional information in the Memo field.
*=Requires an expulsion hearing		
3792	Laser Pointer	A small pointing device that emits an intense beam of light and used during presentations to point out items on visuals.
3793	Lighter/matches	Lighter/matches
3794	Suspicion of weapon possession	Suspicion of weapon possession
3795	Inappropriate clothing considered dangerous/possibly a weapon	Inappropriate clothing considered dangerous/possibly a weapon for example: studded necklace, belts etc.
3798	Possession of a dangerous Instrument	Treated as “other’ danger weapon in presently dangerous school analysis.

TABLE E: Substance Involvement

Code	Substance	Description of Drug/Alcohol/Tobacco
3801	Alcohol Sale/Intent to Sell/Distribution	Alcohol sale/intent to sell/distribution
3802	Suspicion of Alcohol Sale	Suspicion of alcohol sale
3803	Alcohol Use	Alcohol use
3804	Suspicion of Alcohol Use	Suspicion of alcohol use
3805	Alcohol Possession	Alcohol possession
3806	Alcohol sale/ Distribution to minor	Police must be called
3811	Drug Possession	Drug possession
3812	Drug Use	Drug use
3813	Suspicion of Drug Use	Either prescription or illegal
3814	Drug Sale/Intent to Sell/ Distribution	Drug sale/intent to sell/distribution. Requires an expulsion hearing.
3815	Suspicion of Drug Sale	Suspicion of drug sale
3816	Facsimile of Drug	Substance represented as an illegal drug (e.g., oregano)
3817	Drug Paraphernalia	Rolling papers, pipes, clips, etc.
3818	Drug Solicitation	Drug solicitation
3819	Inappropriate talk/discussion about the use, sale or possession of drugs	Inappropriate discussion about the use, sale or possession of drugs
3820	Sale of Prescription Medication Distribution/ Intent to Sell	Sale of prescription medication distribution/ intent to sell
3821	Possession of Prescription Medication	Possession of prescription medication
3822	Use of Prescription Medication	Use of prescription medication
3823	Possession of over the counter drugs	Possession of any over the counter drugs such as Motrin, Tylenol.
3824	Use of over the counter drugs	Use of any over the counter drugs such as Motrin, Tylenol.

3825	Sale of over the counter drugs Distribution/ Intent to Sell	Sale of any over the counter drugs distribution/intent to sell, such as Motrin, Tylenol.
3829	In the company of persons in possession of illegal drugs	In the company of persons in possession of illegal drugs
3830	Tobacco Possession	Having tobacco on one's person, in a bag, locker, car
3831	Tobacco Use	Smoking, chewing, etc.
3832	Suspicion of Tobacco Use	Suspicion of tobacco Use
3833	Tobacco sale/Intent to Sell/Distribution	Sale of tobacco products (cigarettes, chewing tobacco)
3834	Suspicion of Tobacco sale	Suspicion of Tobacco sale
3835	Tobacco Paraphernalia	Lighter, matches
3836	Facsimile of cigarette/cigar	Facsimile of cigarette/cigar
3837	E-Cigarette/Vape Pen	Use or possession of an electronic cigarette/ "vaping"
3840	Inhaling harmful substance	e.g. glue, gasoline, marks, etc.
3898	Under the influence of an unknown substance	This category should be used when the person present cannot positively identify the substance but there is clear evidence of substance abuse
3897	Failure to inform proper authorities	Knowledge that an individual or individuals are in possession of alcohol/drugs/tobacco and failure to inform proper authorities

Student Parking Policy

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