

Davenport Ridge

1300 Newfield Avenue
Stamford, CT 06905
203-977-4291

2023-24 Academic Year Student/Parent/Guardian Handbook



S.O.A.R. To Success!

**Safety First, Outstanding Effort, Accept Responsibility,
Respect for All**

Mr. Michael Pisseri, Principal
Ms. Melissa Fano-Dropick Assistant Principal



Davenport Ridge Elementary School Words of Wisdom



"The more that you read, the more things you will know.

The more that you learn, the more places you'll go."

- Dr. Seuss *I Can Read with My Eyes Shut*

"You're off to great places!

Today is your day!

Your mountain is waiting.

So...get on your way!

- Dr. Seuss *Oh The Places You'll Go*



"Welcome to our school! On behalf of the staff, we are so excited that you are here. This is a wonderful place for you to explore the joys of discovery and continue the learning experience. We are looking forward to a great school year!"

Sincerely,

Michael Pisseri
Principal

Melissa Fano-Dropick
Assistant Principal



THE SCHOOL DAY

Davenport Ridge Elementary School students begin their official day at 9:00 A.M. Students should not arrive at school prior to 8:45 A.M. as we have no supervision available before that time. School ends at 3:15 P.M.

OFFICE SIGN IN

All visitors, guests and parents are **required** to sign in and out of the school office. This policy is for the protection of the student body. While in the building, visitors must wear a special badge from the office.

REPORTING SCHOOL PROGRESS

Student report cards are formally issued three times per school year. Parent/guardian-teacher conferences are scheduled for all pupils during the first marking period. Conferences may also be scheduled in March and arranged at other mutually convenient times by calling the school.

If a student is not making satisfactory progress, the teacher will notify the parents by phone, note, interim form or e-mail. Parents with any questions regarding school progress are urged to call or email the teacher and leave a message. The teacher will respond at the earliest possible free moment but no longer than two school days (unless absent). Parents should not hesitate to communicate any concerns with the school.

HOMEWORK

Homework is an important aid in helping students make the most of their school experience. It reinforces what has been taught in class, prepares students for upcoming class topics and teaches students to work independently. Also, it helps to develop self-discipline, responsibility and organizational skills.

Homework may be a reinforcement, extension, or enrichment of studies previously presented in class. Homework assignments should never be used punitively.

Grade K	None required
Grade 1	10-15 minutes
Grade 2	20-30 minutes
Grade 3	30-45 minutes
Grade 4	45 minutes to 1 hour
Grade 5	1 hour

It is expected assigned homework will take no

longer than the above time allotments. If your child has completed the designated amount of homework time, has been conscientious and is still not finished with homework, the parent may send a note to the teacher explaining the situation. Students will not be penalized for this and may be given additional completion time at school or at home. If the child is regularly spending significantly longer time periods than the above, please contact the teacher immediately. It is understood children with special needs may have their homework and time modified according to their individual educational programs.

Research consistently shows parents are a key factor in children's achievement in school. It indicates, therefore, that parents must play an important role in the homework process. We ask parents to establish homework as a top priority for their children. Please make sure that children complete their homework in a quiet environment. Provide positive support when homework is completed. Contact the teacher if the child is having problems with the homework.

Students have responsibilities for meeting homework requirements. It is expected all assignments will be completed. Students will turn in work done to the best of their abilities. Students are responsible for making up homework assignments missed due to absence. If there is a legitimate reason why a student is unable to finish or do homework, please send a note on the day the homework is due stating the reason it is not complete. If the student has diligently worked on the assignment for the allotted homework time and has not completed the work, parents may send a signed note to the teacher describing the difficulty. Students will not be penalized.

Finally, if a student completes his/her homework before the allotted time, it is recommended that the student spend the remainder of homework time doing independent reading.

HOMEWORK DURING ABSENCES

1. If a student is absent for one day, the teacher will help the student make up the missed work.
2. If a student is going to be absent for two or

more days and is well enough to do some schoolwork, a parent can request work when calling (**before 9:00 A.M.**) to report the absence. The teacher will collect the assignments and have it on the office counter by 2:30 P.M. on day **two** of the illness for parent pickup. If the absence continues, parents should leave completed work when picking up the next day's work.

3. Since homework is usually based on a review of class work or enrichment, assignments will not necessarily be available to students who are absent due to unapproved vacations. It is expected that any missed work will be made up upon return to school.

DAVENPORT RIDGE OBSERVATION PRACTICES FOR PARENTS

All parents should expect their insights into the interests, strengths and needs of their children will be actively solicited and carefully considered by teachers and other school personnel.

All parents should be provided with understandable information about their child's academic and social progress on a regular basis.

All parents should be actively involved in promoting the education and development of their children, in cooperation with the schools. The effectiveness of the school is enhanced considerably when parents set an example of interest and support.

Parents and interested citizens are welcomed and encouraged to visit our school.

Observations are arranged in advance with the teacher responsible for the class being observed. (This helps avoid the likelihood an observer will arrive on a day when the students are being tested or engaged in an activity likely to make children unusually self conscious). Visitors and helpers **must** report to the office upon entering the building, sign in and wear a badge.

HOME/SCHOOL COMMUNICATION

NEWSLETTER

Classroom teachers communicate with parents/guardians in multiple ways such as a newsletter, emails, Instagram, etc. Additionally, parent conferences are held in December and March. Please feel free to contact any staff member re-

garding any challenges your child may be experiencing. Our door is always open to you.

TELEPHONE

Uninterrupted instructional time is very important to our students and staff. We will only allow student to receive outside calls or messages in an emergency situation. Students may use the office telephone when absolutely necessary. The school office is staffed from 8:00A.M.-4:30P.M. In the event of an emergency, the school secretary will deliver parental messages to students. Thank you for your understanding.

CONTACT BY E-MAIL

An efficient and quick way to contact a staff member is through e-mail. While sometimes a conference or telephone conversation is necessary, information can also be communicated through e-mail. Any staff member can be contacted electronically by using the staff member's first initial, last name.

For example: mpisseri@stamfordct.gov
Teachers are required to check their email daily.

DAVENPORT RIDGE WEBSITE

Davenport Ridge Elementary School maintains a website to provide information to students and parents. Parents can use the website to communicate by e-mail with teachers. The web address for Davenport Ridge is www.davenportridge.org

ELECTRONIC DEVICES

Students are not allowed to use electronic devices in school. They should not be brought to school under any circumstance. The administration and the staff will not be responsible for conducting investigations into the loss or damages pertaining to an electronic device. Telephones are available in the main office for student use at any time. A new cell phone policy was recently adopted by the BOE. It will be shared on the final page of this document.

INSURANCE

At the beginning of the school year, the students will receive insurance information. Parents should sign the form whether or not they want coverage. Signed forms should be returned to the school as soon as possible.

LOST AND FOUND

We have a lost and found box located in the cafeteria. Parents are requested to place the student's name on all of his/her outer clothing, boots and lunch boxes. Students and parents may check the lost and found at any time.

DAMAGES

Damages to textbooks, chairs and other school equipment is the responsibility of the student and will require payment.

FINANCIAL OBLIGATION

Final report cards may be withheld until a student has met all of his/her financial obligations.

1. Textbooks— Students are expected to return all school textbooks at the end of the school year. If a book is damaged or lost, the student will be expected to pay the repair or replacement cost.
2. Library Books— Students will be billed for any library books not properly returned. At the present there is no fine system in the library for late return of books. Students are expected to return or renew books on the due date. (See section on Library/Media Center for additional information.)
3. Accidental Damage—If a student accidentally damages school property, he/she must accept liability. Arrangement for replacement or financial restitution will be made on an individual basis. No disciplinary action will be taken with students who voluntarily report accidents to the office.
4. Vandalism is defined as a willful act of destruction. Students apprehended in acts of vandalism will be subject to:
 - a. Full restitution for damages
 - b. Appropriate disciplinary action

DESKS

Desks are school property and are subject to inspection at any time.

DAVENPORT CODE OF CONDUCT

As a school, we uphold the following six pillars of character: *Responsibility, Citizenship, Respect, Trustworthiness, Caring and Fairness*. These pillars guide us in all we do in our school.

ALL DAVENPORT STUDENTS ARE EXPECTED TO LIVE BY THE FOLLOWING PRINCIPLES:

RESPONSIBILITY

All Davenport students are responsible for the school environment. Students are responsible for themselves. Students will meet all school requirements, be positive role models for others and always try their best.

CITIZENSHIP

All Davenport students are expected to follow the school rules. Students will keep our school environment safe and clean.

RESPECT

All Davenport students should treat individuals with respect and expect the same in return. Students need to be courteous and polite. Everyone will have respectful behavior at all times while in school.

TRUSTWORTHINESS

All students will show trustworthiness by respecting people's privacy. Students will be good listeners, help solve problems and share their thoughts and ideas in a safe environment.

CARING

All Davenport students will treat everyone as they would like to be treated. They will demonstrate caring by being aware of people's feelings.

FAIRNESS

All Davenport students will show fairness while playing games at recess or while in the school environment. Students will listen and be open to different opinions.

STUDENT RESPONSIBILITY AND CODE OF STUDENT CONDUCT

STUDENT RESPONSIBILITY

Students are to conduct themselves properly, in a manner prescribed by the teacher, and they must comply with the applicable rules and policies of the school.

Students are expected to:

1. Develop good habits, such as:
 - Attending school daily.
 - Arriving to classes punctually.

- Working well independently and in groups.
- Using appropriate language.
- Maintaining good health habits.

2. Assume responsibility for their actions by:

- Being self-disciplined.
- Making his/her own decisions.
- Accepting the consequences for their own behavior including penalties for inappropriate behavior.
- Using time wisely.
- Completing work on time.
- Having good study habits.
- Practicing neatness.
- Doing all assigned work.

3. Maintain a positive attitude by:

- Being proud of personal accomplishments.
- Being trustworthy.

4. Respect the rights of others by:

- Allowing others to concentrate on their work.
- Allowing others to assume responsibility for their own actions.
- Learning to resolve differences in appropriate ways.
- Realizing that their behavior will directly affect others.
- Respecting others' property.

5. Treat others with respect by:

- Working and interacting well with others.
- Being courteous.
- Being polite and helpful.
- Caring for others.
- Displaying affection appropriately.
- Appreciating others' accomplishments
- Expressing opinions and ideas in a respectful manner.

6. Treat teachers and school staff with respect by:

- Being cooperative.
- Being attentive.
- Listening to teachers.
- Being polite.

7. Respect the authority of teachers and other

school staff by:

- Listening to them.
- Following their directions.
- Questioning the classroom teacher appropriately.

8. Obey all school and classroom rules and procedures, such as:

- Being prepared for each class with appropriate materials and assignments.
- Walking quietly in the school hallways.

9. Take care of the school, such as:

- Helping keep it clean.
- Keeping it free from destruction.

PARENT AND/OR GUARDIAN RESPONSIBILITY

Parents/Guardians have the responsibility to:

1. Ensure that their child complies with district and school policies, rules and regulations.
2. Assist their child to attend school well groomed and dressed according to Stamford Policy.
3. Communicate openly with the school concerning their child's academic progress and conduct.
4. Provide for the physical needs of the child.
5. Participate in parent/guardian-teacher conferences and other activities in which their child is involved.
6. Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school.
7. Discuss report cards and classroom assignments with their child.
8. Inform the school of any problems or conditions in the home which affect their child.
9. Provide a work area free of interruption where their child may do homework.
10. Maintain up-to-date home, work, and emergency telephone numbers at the school.
11. Encourage the child to develop proper study habits at home.
12. Send their child to school regularly and on time.
13. Teach their child to respect others.
14. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.

15. Cooperate with the school in assisting their child to grow into a self-disciplined, mature and responsible individual.

DAVENPORT RIDGE COMMUNITY BEHAVIOR EXPECTATIONS

Students proceed to their classrooms or to breakfast immediately upon arriving to school. Arrival for students is 8:45-9:00A.M. Morning announcements will be made daily at 9:05 A.M. Students who arrive to class after this time will be considered tardy. Students who arrive later than 9:00 A.M. must report to the office. In school, students should:

- Be silent and pay attention to morning announcements.
- Walk in hallways; stay to right.
- Be reasonably quiet in the hallways and display appropriate behavior.
- Be silent when passing working groups in hallways or classrooms in sessions.
- Use muffled voices when using the bathroom.
- Wash hands and dispose of waste appropriately. Do not linger or play with peers.
- At assemblies:
 - Focus on speakers or performers; do not talk or make inappropriate noises.
 - Clap appropriately.
 - Do not leave an assembly unless it is an emergency.
- Follow cafeteria rules which are posted on the cafeteria wall.

DRESS FOR SUCCESS

Students are expected to dress and groom themselves for the business of school so as to neither distract other students nor teachers, disrupt the education process or pose a health or safety threat to anyone. Any attire that interferes with the learning process will not be allowed. Student dress should be modest and in good taste for an education setting. It is the responsibility of each parent to understand the dress code. (See Bd. Of Ed. Policies and Regulations for detailed information)

NO-SCHOOL—EARLY CLOSING

Stamford Public Schools uses Parent Link, an automated call-out communications system to notify families of school cancellations/delays and other district wide emergencies. Additionally, announcements will be made on the radio and

television stations listed below as well as on the district website. Please discuss with your child the procedure he/she should follow in the event no one is at home when dismissal occurs. School closing or early release information is available at:

WSTC 1400 AM Radio
Channel 12 News
www.stamfordpublicschools.org

The following schedule is followed if school is delayed or released early due to weather conditions:

Delayed Opening: school day starts at 10:45A.M.
Early Release: school dismisses at 1:20P.M.

Please Note: Breakfast and lunch are served every day.

TRANSPORTATION

BUS RULES

The bus driver has immediate authority over students at all times students are on his/her bus. The bus driver is fully occupied driving the bus and alert to traffic, pedestrians and other hazards. Therefore, it is particularly important children abide by the following specific rules of safety and courtesy.

1. Students shall at all times be courteous to the bus driver and follow his/her instructions. Students shall not disturb or distract the driver. The bus driver is in charge of the bus and all of the students riding on it.
2. No student may ride on a bus other than the one he/she is assigned unless a note from his/her parent/guardian has been approved by the principal (child care purposes only). No special stops shall be added to a bus route.
3. Students shall be at their assigned pick up points five minutes prior to the published time for their stop. No child shall be allowed to board the bus at any point other than published/approved stops. **Students must be in clear view of the driver.**
4. Students shall enter or leave the bus only by the front door except in cases of emergency. When entering or leaving the bus, students shall avoid crowding or in any way disturbing others. The bus shall not proceed until the child is safely off the traveled portion of the

- street.
5. No student shall leave the bus except at his/her stop or at the school.
 6. Bus windows shall not be opened without permission from the driver. Students shall not extend anything out of the window.
 7. No indecent or profane language, rowdy behavior or loud talking shall be permitted. Students shall not converse with the bus driver while the bus is in motion. Students should refrain from damaging or abusing the bus or throwing papers or materials. Students shall be held liable for any damage or abuse caused by them.
 8. Books, chairs, instruments, equipment or articles shall not be placed in the driver's area of the bus or in the school bus aisles.
 9. Hazard-creating articles such as water pistols, knives, etc. are not to be carried on the bus.
 10. Students should not move about the bus while the bus is operating.

Penalties for Violation:

The bus driver shall report to the school administrator any student who violates any of the above rules and regulations. The principal or assistant principal may withhold transportation privileges from any student who violates any of the above rules and regulations. The principal or assistant principal will provide consequences for inappropriate behavior. The administrator shall notify the student's parent or guardian of any violations and the discipline applied.

ACCIDENT PROCEDURE

If at any time a bus should be involved in an accident, students should follow these procedures:

- Listen to and follow the directions of the bus driver.
- If an older student is assisting the bus driver, follow his or her direction.
- Exit the bus in a quiet and orderly manner
- Stand off the road.
- Do not leave the area where the bus has stopped until told to do so.

BUS ROUTE

Information will be mailed to your home, and will be posted in *The Stamford Advocate* sometime the second week of August.

STUDENT DROP OFF BY CAR

Parent drop off is available at the outside cafeteria entrance. You simply drive by the door any time after 8:45 A.M. and your child will be able to safely enter the school and walk to their classroom. Please have backpacks, etc. ready to go to keep the drop off line moving efficiently. You may also park your car in any of the legally marked spots in the circle or main lot and walk your child into the building. Please do not park in the bus circle, block the buses, or pass a bus. There is a \$500.00 fine for passing a bus while stop lights are flashing.

WALKERS

Please be careful on your way to and from school and take the following precautions:

- Cross the street where the crossing is located.
- Always use the sidewalks. If there is no sidewalk, walk single file on the left side of the road facing traffic.
- Don't take shortcuts.
- Respect private property.
- Don't accept rides from anyone you and your family don't know very well.
- Don't loiter—walk directly to and from school.
- Plan to arrive at school no earlier than 8:45 A.M.

SKATEBOARDING

All Davenport Ridge School's paved areas are busy parking lots. It is very dangerous to skateboard in these areas at any time. Children may not bring skateboards to school or skateboard on school property at any time.

SCHOOL ATTENDANCE

Regular and punctual attendance is a must for success at school or on the job. Doing makeup work at home is a poor substitute for actual participation in the teacher-directed learning process at school. Please plan any family vacations for those times when school is not in session. Vacation taken while school is in session is posted as an unexcused absence. Four unexcused absences in any month constitute truancy as defined by Connecticut Statutes (see below). We know there may be emergencies and we will do our best to help you in these instances. Please note: Connecticut Mastery Testing (Grades 3-5) takes

place during the first three (3) weeks of March. Please do not plan a family vacation during this time, student attendance is critical.

TARDINESS

Children are considered tardy if they arrive in the classroom after 9:00 A.M. Tardy pupils are to secure a tardy admission slip from the office before going to their classroom. Please help your child avoid being tardy. The beginning of the school day is one of the most critical times of our students' education. During the early morning, information is disseminated, classroom morning meetings occur, or students attend academic, art, music or physical education classes. The academic tone for instruction is set and expectations are determined. When your child misses this time due to tardiness, he/she is missing a great deal. In addition, joining a group already in progress can begin your child's day in confusion.

TRUANCY

When will student be determined to be "truant" and habitually truant" according to the truancy law?

Section 10-198(A) of the Connecticut General Statutes, as amended by Section 4 of Public Act 91-303, defines a "truant" as a child enrolled in a grade from kindergarten to eight, inclusive, in a public or private school who has four unexcused absences from school in any month or ten unexcused absences from school in any school year and a habitual "truant" as any such child who has twenty unexcused absences within a school year.

The names of truant students are reported to the State. If a parent/guardian does not verify his/her child's reason for absence with the office, an unexcused absence is recorded.

PARENTAL NOTES

Notes should be brought to the school office whenever something out of the ordinary has or will happen. Examples include: early dismissal; absence; change of phone or address and going home other than usual manner or time.

ABSENCES

1. Parents/guardians are required to call the school at 977-4291/4292 before 9:00 A.M. any day of an absence. If a student is absent

and we have not been called by the parents/guardians, it will be an unexcused absence.

2. If a student is absent for one day, the teacher will help the student make up the missed work.
3. If a student is going to be absent for two or more days and is well enough to do some schoolwork, a parent can request work when calling (**before 9:00 A.M.**) to report the absence. The teacher will get the work together and have it on the office counter by 2:30 p.m. on day **two** of illness for parent pickup. If absence continues, parents should leave completed work when picking up the next day's work.
4. Since homework is usually based on a review of class work or enrichment, assignments will not necessarily be available to students who are absent due to vacations not on the school calendar. It is expected that any missed work will be made up upon return to school.

SCHOOL ARRIVAL

Students should not arrive prior to 8:30 A.M. unless they are a part of the before school ROSSCO program. (call 203 323-0681) for information about ROSSCO).

Students who arrive at school between 8:30 and 8:45 A.M. will proceed directly to the cafeteria. At 8:50 A.M., students will report directly to their classrooms. Except for the first two (2) days of school, students in grades K-5 are expected to walk unescorted to their rooms. Kindergarten students may be escorted by parents during the first 10 days of school.

Students are tardy if they arrive to their classrooms after 9:00 A.M.

ON EARLY RELEASE DAYS FOR STUDENTS, DISMISSAL IS AT 1:20 P.M. (see school calendar for dates)

Early dismissal on other days is discouraged since it interrupts class continuity and instruction. If it is absolutely necessary to remove a student prior to 3:30 P.M., the office should be notified. A note should accompany the child to school. Students will be dismissed from the office only.

SCHOOL DISMISSAL

At 3:25 P.M. children are available for parent pick-up in the cafeteria.

Walkers will also be dismissed from the cafeteria at 3:25P.M.

Students who ride the bus, remain in their classroom until their bus is called.

HEALTH, ILLNESS, INJURY

1. Parents/guardians will receive an Emergency Information Form to be completed and returned to the classroom teacher. It is essential that our school nurse and office staff have updated and current emergency information.
2. Children who are ill or show signs of becoming ill should not be sent to school. If a child becomes ill at school, the parents/guardians will be called to take the child home.
3. When a child suffers a serious accident at school, parents/guardians will be notified immediately. If parents cannot be reached, the family physician will be called. For an extreme emergency 911 will be called. First aid will be administered for all minor injuries.
4. All accidents, occurring at school or en route to or from school, are to be reported to the school immediately. If the student is insured under the school accident insurance program, the parents/guardians should request accident claim forms from the nurse's office.
5. Supervised play periods (recesses) are part of the regular school day and state mandated. Children are expected to come to school properly clothed for the weather conditions. A physician must authorize in writing exclusion from recess. In the interest of student health, if the school feels the student is not dressed appropriately for the cold weather recess, i.e. lack of a coat, he/she will be notified they cannot participate in recess and will be supervised in the office.
6. Connecticut State law requires a physician's written order and parent's or physician's written authorization for medicinal preparations to be administered at school. Forms

for this purpose are available in the school office or at the State Department of Health.

DAILY RECESS POLICY

Quality physical education and daily recess are necessary components of the school curriculum that enable students to develop physical competence, health-related fitness, self-responsibility and enjoyment of physical activity so that they can be physically active for a lifetime. Recess should not replace physical education. Recess is unstructured play time where children have choices, develop rules for play and release energy and stress. It provides an opportunity for children to practice or use skills developed in physical education class.

All elementary students have at least 20 minutes a day of supervised recess, preferably outdoors (weather permitting), during which moderate to vigorous physical activity is encouraged and space, equipment and an environment is provided that is conducive to safe and enjoyable activity. The school shall ensure that students with special physical and cognitive needs have equal physical opportunities, with appropriate assistance and services.

STAMFORD BOARD OF EDUCATION WELLNESS POLICY

In an effort to promote an understanding of the benefits of nutrition on overall health and disease prevention, the Stamford Board of Education adopted a wellness policy at it's 5/23/06 meeting.

School Wellness Policy

In accordance with the Child Nutrition and WIC (Women, Infants, and Children) Reauthorization Act of 2004 (*Federal Public Law: PL 108.265 Section 204*), it is the express policy of the Board of Education that the following requirements be met in all schools by the beginning of the first day of the school year in order to promote the following goals: a) to influence students' eating behaviors by building nutrition knowledge and skills to make healthy eating and physical activity choices; b) to provide nutrition education that is appropriate for students' ages, reflects students' cultures, and is integrated into subjects such as math and reading; and c) to provide opportunities for students to practice skills and have fun:

1. The school lunch program complies with federal, state, and local requirements.
2. All foods and beverages available in schools (including the school lunch program, vending, concessions, student stores, parties, and fundraising) during the school day are consistent with current "Dietary Guidelines for Americans."
3. School lunch, breakfast, and snack menus are planned with input from students, parents, and school personnel and cultural considerations are taken into account.
4. All foods made available in all schools adhere to food safety and security guidelines.
5. The school lunch program is accessible to all children.
6. Sequential nutrition education is provided and integrated into other areas of the curriculum.
7. The school environment is safe, comfortable, and pleasing and also allows appropriate time and space for eating meals.
8. Food and/or physical activity are not used as a reward or punishment.
9. Information is shared with families to encourage them to teach their children about health and nutrition and to provide nutritious meals.
10. Meaningful physical activity that connects to students' lives outside of physical education.
11. All school-based activities are consistent with this school wellness policy.

Legal References: *Federal Public Law: PL 108.265 Section 204; Sections 1 and Subsection (a) of Sec. 10-215b-1 and Sec. 10-215-23 of the Connecticut General Statutes.*

DAVENPORT RIDGE LUNCH PROGRAM

This program is part of the National School Lunch Program and is administered by the United States Department of Agriculture. In order to participate in the program, Stamford Public Schools are required to meet specific nutritional requirements and regulations set by the USDA. Free or reduced priced meals for students meet the USDA income guidelines which are available at each school's main office.

To apply for a free or reduced meal, a new application must be filled out at the beginning of every school year. An application will be mailed to

each family's home before the new school year begins. Please return your applications promptly to avoid any additional costs.

2023-24 Meal Prices

Paid Breakfast:	FREE
Paid Lunch	Sliding scale

(Subject to change)

PAYMENT

All Stamford Public Schools have a computer debit system. You may send cash or check to the school cafeteria in any amount. Our staff will alert your student when their balance is getting low. Please make sure that your student's PIN number, name and homeroom are listed on the check. Checks should be made out to: Chartwells - FREE

SAFETY

SAFETY DRILLS

Fire Drills are required by law. It is important students respond promptly and clear the building using the posted route as quickly and quietly as possible. The teacher will accompany the students and tell them when to return.

SCHOOL SAFETY PLAN

School officials have worked with town officials to develop safety plans for a variety of emergencies (i.e. bomb threats, suspicious intruder(s), hostage situations, hazardous material incidents, hurricanes, etc.). In our effort to be proactive, emergency preparedness drills will be conducted with staff and students during the year. Parents will be notified whenever a lockdown drill occurs.

PLAYGROUND RULES

The Six Principles of Character must be followed along with the enforcement of the following playground rules during the school year.

1. Students must follow appropriate rules when playing all games.
2. Tackle football is not permitted.
3. Blocking during touch football is not permitted.
4. Slide tackling in soccer is not permitted.
5. Piggyback riding is not permitted.
6. Students must use appropriate language at all times.
7. Students should pick up equipment on the way out to recess.

8. Students may not leave the playground without permission.
9. Good sportsmanship is to be shown always.
10. Students are to play safely on the swings and other playground equipment. Only one child is to be on a swing. Children are not to hold hands with other students while swinging.
11. Roughhousing on the playground is not permitted.
12. Playground equipment must be used appropriately.

SPECIAL AREAS OF INSTRUCTION

PHYSICAL EDUCATION

The physical education program is an integral part of the total education process for all students. Some of the components of the program may include:

- Movement Skill Performance
- Applying Concepts and Strategies
- Engaging in Physical Activity
- Physical Fitness
- Responsible Behavior
- Benefits of Physical Activities

Sneakers are required for participation. If students are to be excused for medical reasons, a note to the nurse or physical education teacher is required. If a child is to be excused for more than two (2) consecutive physical education classes, the note must be from a doctor.

ART

In this class, students may explore the techniques and ideas for drawing, sculpture, construction and crafts. Children learn to express themselves through the use of various materials such as clay, plaster and paper.

MUSIC

The Davenport general music program offers the students a wide variety of experiences, fostering and enhancing music appreciation and enthusiasm. They will have the opportunity to sing, dance/move, play instruments and listen to music. They will also learn and improve upon the basic music fundamentals necessary for excellent musicianship. Students meet with the music teacher for one hour per week. Chorus is a requirement for all students in Grades 4 and 5.

Students are given the opportunity to play a musical instrument beginning in Grade 4 and may continue in Grade 5. Benefits to the program include listening skill development, discipline, memory training, increased and academic awareness.

The instrumental program at Davenport is designed to enhance the children's knowledge, interest and enthusiasm in music.

LIBRARY MEDIA CENTER

The Library Media Center is considered the hub of the school. Each class visits the LMC regularly. Faculty, students, parents and visitors are always welcome in our library-media center. Students are not charged fines for overdue books or other library materials. However, students are charged for lost or damaged books or library materials. Arrangements for payment may be made on an individual basis. It is expected all matters will be settled by end of school.

COMPUTER LAB

Each class has designated time in the computer lab. Our primary goal is to use technology to improve instruction and learning.

School Computer Use

Acceptable Use of the Internet and Other Electronic Communication Systems for Students

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 only to further the educational mission of the Stamford Public Schools. In order to be granted these access privileges and to retain them, students must abide by the guidelines set forth in the Board's

"Acceptable Use of the Internet and other Electronic Communication Systems for Students" policy and these regulations at all times when they use the Stamford Public Schools systems.

These computer systems are expensive to purchase, install and maintain. As the property of the district these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, *access to the computer systems is a privilege, and not a right.*

Students under the age of 18 may use electronic information retrieval systems in supervised settings and only with the written permission of a parent or guardian through a duly executed "Acceptable Use Agreement." Stamford students may use the district's electronic information retrieval systems provided they:

- Abide by the Acceptable Use Policy
- Sign an "Acceptable Internet Use Agreement".
- Obtain the signature of a parent/guardian (for students under the age of 18)

Any parent or student inquiry regarding any decision relative to Stamford's Acceptable Use Policy and/or these administrative regulations should be directed to the District Internet Administrator.

Information Networks:

The Stamford Public Schools' network connects all of the schools and offices. This makes sharing of information and communicating with all schools and offices 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 process.

Student Behavior:

Students are expected to use all computer equip-

ment, both hardware and software 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 things 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 Stamford Public School's network is used as part of a school activity, the policy on student behavior applies to network activity. Therefore, the Acceptable Use Policy is an extension of the district's Policy on Student Behavior. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and tampering with hardware and software.

Conduct including, but not limited to, the following, is prohibited with respect to use of these computer systems.

- ◆ Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Damaging computers, computer files, computer systems or computer networks;
- ◆ Using another person's password under any circumstances;
- ◆ Trespassing in or tampering with any other person's folders, work or files;
- ◆ Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- ◆ Sending any copyrighted material over the

system.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law or by Board policy or school rules or regulations, it must not occur in the use of these computer systems.

Improper behavior may result in disciplinary penalties, including but not limited to, loss of computer privileges, suspension, and/or expulsion.

School Computer Use

Copying Software:

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

Moral and Ethical Issues:

The Stamford Public Schools wants to provide a stimulating educational environment in which students, teachers, and parents can grow as a learning community. While the Stamford Public Schools want 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 a student has a question or concern regarding any materials found, students should apprise the teacher or computer lab supervisor.

Electronic Libraries:

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 takes longer. The following guidelines will ease congestion:

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

Virtual Field Trips:

The information networks offer many opportunities for "virtual field trips" to distant locations. The Stamford Public Schools consider all connections to remote locations as "virtual field trips". Rules that apply to student conduct on field trips apply to "virtual electronic field trips" as well. It is important that students realize that they represent their school and their school district when they use information networks, and are expected to be on their best behavior.

Monitoring

It is expected that students will comply with district standards and will act in a responsible and legal manner at all times, in accordance with district standards, state and federal laws.

School Computer Use

It is important that students to understand that the district, *as the owner of the computer systems, intends to monitor and review* the use of these computer systems in an effort to ensure that users engage only in appropriate uses. The district will monitor and review in a limited fashion, as needed to maximize utilization of the computer systems for educational purposes.

As part of monitoring and reviewing, the district will retain the capacity to bypass any individual password of a student or other user. *The system's security aspects, such as personal passwords and message delete function for E-mail, can be bypassed for these purposes.* The district's ability to monitor and review is not restricted or neutralized by these devices. The monitor and review process also includes oversight of Internet site access and of document downloading and printing. Therefore, all users must be aware that *they should not have any reasonable expectation of personal privacy in the use of these computer systems.*

In addition, the Stamford Public Schools accept the requirements of the Children's Internet Protection Act (CIPA). Accordingly, each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students, as defined by CIPA and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall make arrangements to enforce the use of such filtering devices. Administrators or other authorized personnel may disable the filtering device for legitimate pedagogical research or for any other lawful purpose, provided such person obtains prior approval from the Superintendent or his/her designee.

Filtering should be viewed as only one of a number of techniques used to manage students' access to the Internet and to encourage acceptable usage. Filtering should not be viewed as a

foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering should be used in conjunction with:

- Educating students concerning the dangers of inappropriate material on the Internet;
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using the district's "Acceptable Use" agreement;
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, both in person and/or electronically.

The placement of filters on district computers is viewed as an exercise of the Board's ability to determine educational suitability of material used in the schools.

Reporting of Misuse

Anyone who is aware of problems with, or misuse of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the Administration urge *any* student who receives *any* harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events!*

ACTIVITIES

VOLUNTEER PROGRAM

The Davenport Ridge School PTO enriches our school in many ways. Volunteers work in a variety of capacities throughout the school. The room parent/guardian program, implemented by the PTO, is of continuing service to the teachers and students during the year. If you are interested in volunteering, please contact Michael Pisseri, Kathleen Kelley or your child's teacher. Parents are always encouraged to volunteer and/or visit our school. All non-staff members entering Davenport Ridge must report to the office immediately upon arrival. They will be asked to sign in and out and wear badges.

P.T.O.

The goals of the Parent-Teacher Organization are to encourage and coordinate parent/guardian involvement within the school, as well as to foster parent/guardian interaction and communication. The PTO sponsors several fund-raisers to help purchase materials needed to enrich the educational programs taking place in the school. The PTO provides fabulous enrichment activities to our students and families.

BOOK FAIR

The Book Fair is an annual event at Davenport Ridge held in September. The PTO conducts the Book Fair. The books offered are selected to foster good reading habits and a love of literature.

FIELD TRIPS

Field trips are chosen to coordinate with and enhance the school program. Advance notice of field trips will be sent to parents/guardians. Parent/guardian permission will be needed for field trips.

BIRTHDAY CELEBRATION POLICY

Birthday celebrations are an important part of a child's life. It is perfectly acceptable to provide a short period (10 minutes) on a child's birthday to sing "Happy Birthday" and enjoy a treat. Here are the guidelines:

- 1) Parents may drop off a birthday treat in the office. The treat will be delivered to the classroom by a staff member. The teacher will then determine an appropriate time on that day to honor the child with a birthday celebration. **OR**
- 2) If parents wish to go the classroom for the celebration, they must contact the child's teacher **ahead of time** so the teacher and parent can identify what time will work best within the instructional environment of the class. Teachers must make sure that correspondence with parents is handled within 24 hours.

Note: The office staff will ask the parent if the teacher is expecting them. It is critical that the teacher is clear on what has been arranged with the parent and that the teacher lets the office know.

Note: Any allergies or other food issues in a classroom must be handled through the school nurse.

DAVENPORT PET POLICY

It is the position of the Stamford District School Nurse's Office that there is potential for adverse affects from animals that include but are not limited to:

- Allergic reactions
- Scratches and/or bites
- Asthmatic reactions
- Infections
- Infestations

Pets owned by students may not enter the school at any time. Pets in the classroom are strongly discouraged. Approval of any classroom "pet" must be made by both the principal and the school nurse. Decisions will be based on the overall health and well-being of every student. Attention to potential adverse affects from animals is a necessary safeguard for the entire school community.

STAMFORD PUBLIC SCHOOLS BULLYING POLICY

BULLYING BEHAVIOR IN THE SCHOOLS

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden. As provided by statute, such regulations shall: (1) enable students to anonymously report acts of bullying to teachers and school administrators, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (5) and to review any anonymous reports, (6) include an intervention strategy for school staff to deal with bullying, (7) provide for the inclusion of language in student codes of conduct concerning bullying, (8) require school administrators to notify both 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, and (9) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (10) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "**Bullying**" shall mean any overt acts by a student or group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time.

For purposes of this policy, "**School-Sponsored Activity**" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

The following sets forth the procedures to implement Board Policy 5005 concerning the prohibition of bullying in the Stamford Public Schools. Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. This district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obliga-

tions. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will result in appropriate disciplinary consequences for the perpetrator.

I. Definition:

In accordance with state law and Board policy, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or at a school sponsored activity, which acts are repeated over time.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

Location: Bullying behavior in violation of Board policy must occur on school grounds or at a school-sponsored activity (which by Board policy includes transportation services). Conduct that occurs off-campus (e.g. harassment over the Internet, physical intimidation in the community) is not bullying under this Policy and Regulation.

While not considered bullying under state law and Board policy, conduct that would otherwise be considered bullying occurring off campus (and outside of any school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process. Unless such conduct triggers a mandatory expulsion under Connecticut General Statutes § 10-233d(a), however, school officials are authorized to impose discipline for such off-campus conduct only if such conduct markedly interrupts or severely impedes the day-to-day operation of the school.

- Repeated misconduct: Bullying behavior in

violation of Board policy must be "repeated against the same student over time." An isolated incident, however egregious, is not "bullying" under state law and Board policy.

- Ridicule, Humiliation and/or intimidation. Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to other, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.
- Types of conduct. Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, humiliate or intimidate another student. Examples of conduct that could constitute bullying include:
 1. Physical violence and/or attacks.
 2. Verbal taunts, name calling and put downs based on ethnicity, gender, religion or sexual orientation, or other protected and/or individual characteristics.
 3. Threats and intimidation. through words and/or gestures)
 4. Extortion or stealing of money and/or possessions.

I. Complaint processes

A. Publication of the prohibition of bullying and related procedures.

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

"Bullying behavior by any student in the Stamford Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at

a school-sponsored activity, which acts are repeated against the same student over time. Students and parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of suspected bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulations #5005-R set forth this prohibition and the related procedures in detail, and available to students and their parents/guardians upon request."

B. Formal complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions given rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of potential student and staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the building principal for review and action in accordance with Section IV below.

C. Informal complaints

Students may make informal complaints of conduct that they consider to be bullying of verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building prin-

principal for review and action in accordance to Section IV below.

D. Anonymous complaints

Students who make informal complaint of conduct as set forth above may request that their name be maintained in confidence by the teacher(s) and administrator(s) who receive the complaint. Should anonymity be requested, the principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice of as to whether to maintain anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

II. Staff responsibilities and intervention strategies.

- A. Teachers and other school staff who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected bullying shall promptly notify the building principal and/or his/her designee of such report (s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by other school staff, this employee shall verbally report the matter to the principal and/or his/her designee promptly (no later than the next school day).

In addition to addressing both formal and informal complaints, teachers and other professional staff are encouraged to address the

issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of bullying.

B. Administrator responsibilities

I. Investigation.

The principal (or other responsible administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher, or other professional employee. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making a informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or withdrawal by the complaining student of the condition that his/her report be anonymous.

II. Remedial actions

Verified acts of bullying shall result in interven-

tion by the building principal or his/her designee that is intended to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for the building principals to enforce the Board prohibition against bullying:

a. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

b. Disciplinary intervention

When acts of bullying are verified and a disciplinary response is warranted, students are

subjected to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be basis for disciplinary action.

In school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

III. General intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate any potential problem with bullying in school or at school sponsored activities. While no specific action is required and school needs for such intervention may vary from time to time, the following list of potential intervention strategies may serve as a resource for administrators, teachers, and other professional staff members in each school:

- a. Respectful responses to bullying concerns raised by students, parents and staff.
- b. Planned professional development programs addressing bully/victim problems.
- c. Data collection to document bully/victim problems to determine the nature and scope of the problem.
- d. Use of peers to help ameliorate the plight of victims and include them in group activities.
- e. Avoidance of sex-role stereotypes (e.g. Males need to be strong and tough.)
- f. Awareness and involvement on the part of staff and parents with regard to bully/victim problems.
- g. A curriculum that promotes commu-

nication, friendship, assertiveness skills, and character education.

- h. Modeling by teachers of positive, respectful and supportive behavior towards students.
- i. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others.
- j. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

IV. Reporting obligations

- A. Report to the parent or guardian of the perpetrator.

If after investigation, acts of bullying by a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

- B. Reports to victim and his/her parent or guardian.

If after investigation, act of bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents and guardians of the victim, except as provided by law.

- C. List of verified acts of bullying.

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance to Section II(1)

above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out any particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

STAMFORD PUBLIC SCHOOLS SUBSTANCE ABUSE POLICY

Substance Abuse

The Stamford Public Schools recognize that students should be drug-free and alcohol-free so that the most positive learning experiences may take place. This policy is an integral part of the Stamford Public Schools' Drug, Alcohol and Tobacco Prevention Program, and represents one component of a district-wide effort to respond to problems caused by the unauthorized use of controlled drugs or alcohol abuse.

Any Stamford Public Schools student is in violation of this policy if on a school bus, during a school session, on school grounds, or at a school sponsored activity, the student is under the influence of a controlled drug (except for current prescribed medication (s) or alcohol. Additionally, a student is in violation of this policy if he/she possesses, uses, manufactures, dispenses, distributes, sells or aids in the procurement of controlled drugs, drug paraphernalia, or alcohol. Such student shall be subject to discipline up to and including expulsion, referral for prosecution, and intervention pursuant to the provisions and procedures outlined in the Administrative Regulations. Copies of these standards of conduct and sanctions shall be provided to all students, parents, and employees.

Drug and alcohol awareness, education and prevention programs for students shall be adopted and maintained, and shall teach that the use of controlled drugs (except for current prescribed medication (s) and the unlawful use and possession of alcohol are wrong and harmful.

The student programs shall address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use controlled drugs or alcohol. The programs will also explain the penalties that may be imposed on students for drug and alcohol-abuse violations occurring on or off school grounds.

Counseling and rehabilitation on programs, as described in the Administrative Regulations, shall be provided to students.

The Board will review its program biennially to determine its effectiveness, to implement changes when needed, and to ensure that the sanctions set forth in the Administrative Regulations are consistently enforced.

For copies of Stamford Public Schools Procedures and Regulations Substance Abuse Policy 5131.6, please contact Davenport's Main Office. All of Stamford Public Schools Policies are also posted on the district website. Go to www.stamfordpublicschools.org and click on Administration, then Board of Education.

STAMFORD PUBLIC SCHOOLS SEXUAL HARASSMENT POLICY

Sexual Harassment

Any student who feels that he/she has been subjected to sexual harassment should make a written complaint to the school principal, assistant principal, or counselor.

The student who makes a written or oral complaint of sexual harassment shall be furnished with a copy of this procedure and informed of his/her rights.

- If an elementary student makes an oral complaint to any school employee, the employee shall refer the matter directly to the building principal, who shall obtain the above information, and complete a sexual harassment complaint form.
- 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.

- A copy of the sexual harassment complaint shall be sent to the school principal, and, if the alleged harasser is a school employee, to the director of personnel or the superintendent of schools.

Upon receipt of the complaint, the principal or his/her designee shall commence a prompt, thorough, and impartial investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible, while still conducting an effective and thorough investigation.

At the conclusion of the investigation, the investigator shall provide to the superintendent a written report summarizing the results of the investigation, and a recommendation for disposition of the matter. If there is reasonable cause to believe that sexual harassment has occurred, the superintendent, or his/her designee, shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include suspension or expulsion if the harasser is a student, and reassignment, transfer, or other disciplinary action up to and including termination of employment if the harasser is a school employee.

STAMFORD PUBLIC SCHOOLS SUSPENSION/EXPULSION POLICY

STUDENT BEHAVIOR

The Stamford Board of Education extends rights and privileges to students in the public schools. It also requires the acceptance of responsibilities on the part of the students. The maintenance of an orderly atmosphere in the school demands respect for, acceptance of, and obedience to rules and standards of behavior.

The Board of Education recognizes the need to publish the rights, responsibilities and

regulations affecting the total school community. Student discipline policies and procedures shall be distributed to students and parents at the beginning of each school year. Policies and regulations shall be publicized within each school and explained in assembly programs at the start of each school year.

II. DEFINITIONS

A. "Exclusion" shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.

B. "Removal" shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

C. "In-school suspension" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed, and provided further that no pupil will be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one year, whichever results in fewer days of exclusion.

D. "Suspension" shall be defined as an exclusion from school privileges or from transportation services only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed and provided further that no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below. Reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute a suspension.

E. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend

beyond a period of one calendar year. Notwithstanding the foregoing, reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute an expulsion. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

F. "Emergency" shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.

G. "Days" shall mean days when school is in session for pupils.

III. ACTIONS LEADING TO DISCIPLINARY ACTION, INCLUDING SUSPENSION AND/OR EXPULSION

Students are subject to disciplinary action, by school authorities if they engage in conduct on school grounds, on school transportation, or at any school-sponsored activity, that endangers persons or property, is seriously disruptive of the educational process or is volatile of a publicized policy of the Board of Education. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and is volatile of a publicized policy of the Board. "Seriously disruptive of the educational process" for purposes of assessing off-campus conduct means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school. In making a determination as to whether conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider (but such consideration shall not be limited to) the following factors: (1) whether the incident occurred within close proximity of a school, (2) whether other students from the school were involved or whether there was any gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. Section 29-28, and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

The offenses listed under Subsections A, B, C and D are illustrative of such actions, but are not exhaustive, and students remain subject to discipline for any such conduct as outlined above.

A. Infractions

A student charged with any of the following infractions on school property, school transportation, or at any school-sponsored activity shall be subject to disciplinary action.

1. Refusal to obey a member of the school staff or disruptive classroom behavior;
2. Actions with a potential for injury to others;
3. Fighting between or among students;
4. Destruction of school property;
5. Tardiness to school or to classes;
6. Class cutting;
7. Smoking in unauthorized areas;
8. Cheating or plagiarism;
9. Refusing to identify self or to give correct identification;
10. Wearing attire which endangers the safety or health of the student or others, is destructive to school property, fails to comply with the health code of the State of Connecticut, is not clean, modest and appropriate to the school situation, is contrary to law, or that creates a substantial or material disruption of the school's operation or is likely to incite a breach of peace; or
11. Littering on school property.

Restrictions on freedom of dress and adornment encompassed by this section may not reflect discrimination as to civil rights, nor enforce particular codes of morality or religious tenets.

B. School-Related Offenses

A student charged with any of the following school-related offenses shall be subject to disciplinary action.

1. Excessive absenteeism;
2. Truancy; or
3. Loss of school-loaned property (i.e. books, materials, equipment, uniforms, etc.).

C. Breaches of Conduct

A student charged with any of the following breaches of conduct on or off school property, on school transportation, or at any school-sponsored activity shall be considered for removal from class, in-school suspension, suspension, or expulsion, in addition to any other appropriate disciplinary actions:

1. Deliberate refusal to obey a member of the school staff;
2. Willful destruction of school property or personal property of others;
3. Threatening, intimidating, or blackmailing school staff or other children;
4. Use of obscene or profane language or gestures with a member of the school staff;
5. Unauthorized leaving of classroom, building, or school grounds;
6. Accumulation of minor offenses such as school and class tardiness, class or study hall cutting, failure to attend detention or truancy;
7. Bomb threats;
8. Possession or use of fireworks or other explosive materials in school, or ignition of any flammable material in school;
9. Forgery;
10. Gambling;
11. Pulling or attempting to pull a false fire alarm;
12. Theft of school property or personal property of others;
13. Any other violations of school rules or regulations which make the presence of the student in school seriously disruptive of the educational process;
14. Disruptive behavior in the classroom;
15. Violation of any local, state or federal laws;
16. Unauthorized possession and/or use of paging devices, beepers, cellular telephones, walkie talkies or other similar electronic communication devices without the written permission of the principal or his/her designee.

D. Serious Breaches of Conduct

A student charged with any of the following serious breaches of conduct on or off school property, on school transportation or at any school-sponsored activity, shall be dealt with firmly, and strong consideration given to suspension and expulsion from the Stamford Public Schools, in addition to any other ap-

propriate disciplinary actions.

A student may be recommended for expulsion when a school administrator has cause to believe the student has engaged in conduct on school grounds or at a school sponsored activity which endangers persons or property, is seriously disruptive of the educational process of a publicized Board policy or conduct off school grounds which is seriously disruptive of the educational process of a publicized policy of the Board.

1. Assault of student or any member of the school staff;
2. Possessing, transmitting or distributing any deadly weapon, dangerous instrument, martial arts weapon or firearm, whether or not capable of firing a shot, firearm facsimile, compressed air gun, billy, blackjack, bludgeon or metal knuckles, explosive, chains, razor blade or other dangerous objects
3. Possessing a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. § 29-35, or possessing and using a firearm as defined in 18 U.S.C. 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime;
4. Unauthorized possession, selling or consumption of dangerous drugs, narcotics, or alcoholic beverages. Dangerous drugs or narcotics shall mean any illegal or controlled substance including but not limited to amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs and intoxicant of any kind, and, in addition, those substances known as Methaqualone. Unauthorized possession or use of such substance shall mean use or possession without a valid prescription;
5. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of dangerous drugs or narcotics, as defined in paragraph 4 above.
6. Extortion;
7. Arson;
8. Inciting to riot;
9. Any behavior, verbal, physical, and/or written, that harasses, threatens, intimidates or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, or handi-

cap that creates a substantial and material disruption of the school's operation or is likely to incite a breach of peace; or

10. Violation of any Federal or State law which would indicate that the violator presents a danger to any person in the school community or school property.

E. Mandatory Expulsions

The Superintendent shall recommend expulsion for one full calendar year when he/she reasonably believes that a student:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 U.S.C. 921, in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime; or
3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240 (9)) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.
4. As used in this paragraph, a "firearm as defined in 18 U.S.C. 921" means (1) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½" in diameter). "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, black-

jack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle."

"Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

5. In keeping with Conn. Gen. Stat. § 10-233d and the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "firearm as defined in 18 U.S.C. 921" to school, as that term is

Suspension/expulsion continued

defined above. The Board may modify the period of expulsion on a case by case basis.

F. Police Referrals

Any student charged with a school-related offense or breach of conduct that is serious or criminal in nature may be referred to the state or local police department. If a student physically assaults a teacher or other school employee on school property or in the performance of school duties, and such teacher or employee files a written report with the school principal based upon the assault, the school building principal shall report such physical assault to the local police authority. In cases where a student has brought a weapon, firearm or deadly weapon to school in violation of the Board's mandatory expulsion policies, the student shall be referred to the local police. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

G. Examples of Corrective Measures

1. Counseling
2. Conferences
 - student-teacher (s)

- parent-teacher(s)
- student-parent-teacher(s)
- administration with a, b, or c
- administration - student and/or parent

3. Behavior Contract
4. Daily conduct reports to parents
5. Adjustment of school program
 - alternate learning class
 - shortened school day
 - alternate school
 - schedule changes
 - work-study program
6. Services of support personnel
 - home visits
 - peer interaction group sessions

7. Referral to Planning and Placement Team

8. Referral to Court, e.g.

- Family with services needs
- Educational neglect

H. Examples of Punitive Measures

1. Detention
2. Denial of privileges
3. Denial of school-provided transportation
4. Removal from Class
5. In-school suspension
6. Suspension
7. Expulsion
8. Restitution
9. Lowering of academic grades for academic misbehavior, e.g. cheating and talking during exams and plagiarism

I. Unacceptable Measures

The following corrective or punitive measures shall **not** be used in the Stamford Public Schools.

1. The lowering of academic grades or credit for punitive reasons related to non-academic misbehavior rather than to the quality of work performed by the student.
2. Corporal Punishment
 - a. Paddling;
 - b. Spanking; or

c. Inflicting physical discomfort.

3. Verbal Abuse

NOTE: The Board of Education recognizes the right of staff members to use reasonable force to the degree necessary in order to (1) protect him/herself or others from immediate physical injury; (2) to obtain possession of a dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order.

II. DISCIPLINARY ACTIONS

The Board of Education requires that the resolution of disciplinary problems proceed with careful observance of all legal requirements, and that due process be afforded in all circumstances. When disciplinary action is necessary, any party involved who does not speak or comprehend English shall be provided with an interpreter.

When disciplinary action of a special education student is necessary, school system personnel will comply with the regulations, statutes, and case law concerning special education, as well as the procedures set forth in Section II (H).

A. PROCEDURES: Disciplinary Actions - Generally

1. Teachers should seek parental involvement and cooperation in the correction of inappropriate behaviors. This may be arranged through telephone contact and/or informal conferences.

2. Teachers may use a variety of corrective measures in dealing with inappropriate student behaviors (see Section I (G)). In cases requiring use of special services, changes of a school program or schedule, or a referral to court, teachers should seek administrative involvement.

3. Teachers may use a variety of punitive measures in dealing with inappropriate student behaviors (see Section I(H)), up to removal from the classroom, as outlined in Section II(B) below. In cases requiring more serious discipline than removal, teachers should seek administrative involvement. Teachers should also seek administrative involvement and cooperation in the correc-

tion of persistent, inappropriate behavior.

4. Administrative involvement should be done through a discipline referral. A discipline referral seeking administrative intervention should be in writing and include:

- a. the name of the student;
- b. the date and time of the offense if a single incident is involved;
- c. the name of the teacher; and
- d. the nature of the offense(s).

5. The administrator receiving the discipline referral may use a variety of corrective and/or punitive measures (see Section I (G) and (H)). An administrator has the authority to impose an in-school suspension, a suspension, or to institute program or schedule changes, in accordance with procedures established by the Board.

6. The administrator receiving the discipline referral should make a written record, noting the disposition of the case and send a copy of such record to the affected teacher(s).

B. PROCEDURES: Removal

1. Removal of a pupil by a teacher is authorized when such pupil deliberately causes a disruption of the educational process within the classroom.

2. When a teacher removes a pupil from class, the teacher shall make a verbal explanation to the student and refer him/her to a designated area and shall immediately inform the building principal, or his designee in writing of:

- a. the name of the pupil against whom the removal action was taken, and
- b. the reason for the action.

3. A pupil removed from class is to be given the opportunity to complete class work.

4. If a pupil is removed from class more than six times in any school year or more than two (2) times in one week, then for each such additional removal the pupil shall be referred to the building principal or his/her designee, granted an informal hearing and afforded the following rights:

- a. the pupil shall be informed of the

- reason for the removal
- b. the pupil shall be given an opportunity to explain the situation. Appropriate corrective or punitive action should be taken to change the misbehavior.

5. Parents should be informed by an administrator when it is necessary to take measures under *this Section*.

C. PROCEDURES: In-School Suspension

1. School administrators may impose an in-school suspension only in cases where a pupil's conduct endangers persons or property, seriously disrupts the educational process, violates a publicized policy of the Board of Education, or in other appropriate circumstances as determined by the school administrator or designee.

2. The in-school suspension may not:
- exceed five (5) consecutive school days;
 - extend beyond the school year;
 - be imposed more than fifteen (15) times or more than a total of fifty (50) days in one school year, whichever is less.

3. In-school suspension may not be imposed on a student without an informal hearing by the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation.

D. PROCEDURES: Suspension

1. The principal of a school, or his/her designee on the administrative staff of the school, shall have the right to invoke suspension for a period of up to ten (10) days or to invoke in-school suspension for a period of up to five (5) days, of any pupil where he/she has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

2. Except in an emergency situation, prior to making a decision to suspend, the principal or his/her designee shall conduct an informal hearing with the student at which the principal or his/her designee shall:

- give oral notice of the charge(s) to the pupil;
- give an oral explanation of the evidence to the pupil if the pupil denies the charges; and
- give the pupil an opportunity to explain the situation.

If there is an emergency, the principal or his/her designee may suspend a pupil immediately. In such a case the informal hearing required for a suspension should be conducted as soon after the suspension as possible. An emergency is a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such disruption of the educational process that the student should be excluded pending the holding of a hearing.

3. If a student is suspended, the following steps should be taken:

- by telephone, the principal or his/her designee shall attempt immediately to notify the parent or guardian of the student about the suspension and state the cause leading to the suspension;
- whether or not telephone contact is made with the parent, the principal or his/her designee, shall forward a letter to such parent or guardian within one school day of the suspension, and offer the parent or guardian an opportunity for a conference;
- at such conference, the student, his/her parent(s) or guardian(s) and/or their representative shall be informed specifically of the charges and the suspension period imposed;
- within twenty-four (24) hours of the suspension of the pupil, the principal or his/her designee taking such action shall notify the Superintendent or his/her designee of the following: (1) the name of the pupil; and (2) the reason for the action;

e. if the student was suspended for a serious breach of conduct, or conduct for which expulsion is mandatory, the Superintendent shall promptly schedule an expulsion hearing before the Board of Education, preferably to take place before the end of the period of suspension;

f. if a student is emancipated, any notice required by this policy shall be given to the student and the building principal involved. No notice is required to be given to his/her parent(s) or guardian(s);

g. textbooks and homework are to be provided each pupil. Any pupil excluded by suspension shall be given an opportunity to complete any class work, including but not limited to examinations, which such pupil missed during the period of suspension;

h. at the first regular monthly Board of Education meeting, the Superintendent of Schools shall report any cases of pupil suspension during the previous month to the Board of Education.

4. Notwithstanding the provisions enumerated above, no pupil shall be suspended more than ten (10) times or a total of fifty (50) days, during one school year, whichever is less, without a formal hearing before the Board of Education.

5. Notice of the student's suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the pupil graduates from high school.

6. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

E. PROCEDURES: Return from Suspension

1. A student shall return to school when the suspension period has elapsed.

2. A parent or guardian shall accompany the student to school upon his/her return from suspension.

3. If a student placed on a school-level sus-

pension fails to return to school at the termination of the suspension, the following procedure is to be followed:

a. when a student does not return from a suspension on the appropriate day, a telephone call is to be made that day to the student's home;

b. when the parent/guardian cannot be reached by telephone, or if said telephone call does not result in the return of the student to school, the attendance assistant is to be sent to the student's home;

c. if the attendance assistant is unable to arrange for the student's return to school, a certified letter, return receipt requested, is to be sent to the parent notifying him/her to come to the school; and

d. if the preceding steps are not successful in returning a student to school, a referral is to be made to central office administration.

F. PROCEDURES: Expulsion

1. The Board of Education has the right to expel any pupil where the Board of Education has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of Education, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

2. A principal may request expulsion of a pupil in a case where the principal feels suspension is not sufficient and where the principal has cause to believe that the student engaged in conduct on school grounds or a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

3. A principal or school administrator must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:

a. was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 U.S.C. 921 as amended from time to time, deadly weapon, dangerous instrument or martial arts weapon.

b. off school grounds, was in possession of such a firearm in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime; or

c. was engaged on or off school grounds in offering for sale or distribution a controlled substances (as defined in Conn. Gen. Stat. § 21a-240(9) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.

4. As used in this section, a firearm as defined in 18 U.S.C. 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a short gun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of other propellant having a barrel with a bore of more than $3/4$ " in diameter). A "firearm" means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged, a "deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle." "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

5. Prior to excluding a pupil by expulsion, the following steps should be taken:

a. requests for expulsion are to be directed by the principal to the Board of Education through the Office of-the Superintendent of Schools;

b. upon receipt of an expulsion request, the Superintendent or his/her designee shall conduct an inquiry within ten (10) school days of the request; the Superintendent or his or her designee may schedule an informal conference with the student and parent(s) to review the potential recommendation for expulsion, the hearing procedures, or to seek possible agreement or resolution of the situation;

c. after the inquiry, if the Superintendent, or his/her designee decides that an expulsion hearing is required, he/she shall forward such request to the Board of Education within two (2) school days, except that the Superintendent must request an expulsion hearing if he/she reasonably believes that the student's conduct violated the Board's mandatory expulsion provisions;

d. when expulsion is recommended for students who have been identified as having one or more disabilities under the Individuals with Disabilities Education Act (the IDEA) or Section 504 of the Rehabilitation Act, the procedures outlined in paragraph (H) below shall be followed prior to expulsion proceedings under this section.

6. If the Superintendent recommends an expulsion hearing, the following must occur

a. Except in an emergency situation, the Board of Education shall conduct a hearing within a reasonable time from the notice given to the Board. Whenever an emergency exists, the hearing shall be held as soon as possible after the expulsion. The hearing shall include at least three (3) Board members and an expulsion shall require three (3) affirmative votes to expel a student, provided that the Board may delegate the authority to conduct an expulsion hearing to a hearing officer in accordance with Conn. Gen. Stat. § 10-233d (b). The date for such a hearing may be extended by agreement of the parties or an unavoidable emergency;

b. The pupil (and his/her parent(s) or guardian(s) if the pupil is a minor) must be given reasonable prior notice of the date of the hearing;

c. The notice shall contain:

(1) the date, time and place of the scheduled hearing;

(2) the basis for the proposed expulsion including a description of the events leading to the expulsion, and the potential penalty;

(3) a statement of the pupil's rights as enumerated in this Section;

(4) a statement that the hearing is held pursuant to Section 10-233d of the Connecticut General Statutes and Stamford Board of Education Policy; and

(5) a statement that the pupil is entitled to be represented by a lawyer or other advocate of his/her choice.

d. At the hearing the pupil shall have the right to testify and produce witnesses and other evidence in his/her defense. The pupil shall have the right to demand that any witnesses against him/her appear in person to answer his/her questions; except that the Board may refuse to allow a witness against the pupil to appear when the Board believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases, a verbatim statement of the witness' testimony must be given to the pupil; a witness' unsubstantiated desire to remain anonymous is not such an exception as to justify dispensing with the pupil's right to confrontation. At the hearing, irrelevant, immaterial or unduly repetitious material shall be excluded;

e. A pupil is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do not speak or comprehend the English language;

f. The student may be represented by a third party of his choice, including an attorney at his/her expense or at the expense of his/her parents.

g. The Board shall keep a record of the hearing, and the pupil shall be entitled to a copy of that record at his/her own expense;

h. The Board shall report its final decision to the pupil, parent(s) or guardian(s) of a minor pupil, stating the reasons on which the decision is based within twenty-four (24) hours after the decision is rendered. Said decision shall be based solely on evidence derived at the hearing.

7. When a student enrolls in the Stamford Public Schools during the period of expulsion from another school district, the Board may adopt the decision of the pupil's expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board, which shall be limited to a determination of whether the conduct that was the basis of the expulsion would also warrant expulsion by the Board.

8. Whenever the Board of Education expels a student, it shall offer any such student under sixteen years of age an alternative educational opportunity. The Board of Education will offer an alternative education opportunity to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows: The Board of Education is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a firearm as defined in 18 U.S.C. 921 as amended from time to time or, deadly weapon, dangerous instrument, as defined in Conn. Gen. Stat. § 53a-3 or martial arts weapon on school property or at a school sponsored activity; or (2) the student offered for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9).

9. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

10. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative

educational record if the pupil graduates from high school.

11. Whenever a pupil against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the pupil's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

G. PROCEDURES: Return from Expulsion

1. Return to the Stamford Public School System prior to the completion of the expulsion period is only by appeal as follows:

- a. written application to the central office administrator may be made at the half-way point in the period of expulsion;
- b. an investigation by the central office administrator, followed by a written recommendation to the Superintendent;
- c. recommendation to the Board of Education by the Superintendent that the student be allowed to return to the Stamford Public Schools;
- d. approval by the Board of Education of the Superintendent's recommendation.

2. When a student is readmitted to the Stamford Public School System in advance of completing his expulsion period, the Board retains the right to make specific conditions for his/her return, i.e., on a trial basis, assignment to a particular school, assignment to an alternate program.

H. PROCEDURES: Discipline of Students with Disabilities

1. Removal, suspension and expulsion of students with disabilities must comply with the relevant statutes and case law concerning special education.

2. All students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") are to be clearly iden-

tified at the schools where they are in attendance.

3. The file on suspensions, which is kept by the principal, must clearly identify those cases involving the suspension of a student with disabilities.

4. If a student with disabilities is the subject of disciplinary action, the Special Education office should be notified immediately. The student may be removed from the situation, but unless it is an emergency no additional actions should be taken until a special education representative has had a reasonable opportunity to be involved in the decision-making, at least by telephone discussion.

5. In circumstances where a student with disabilities engages in conduct that could lead to a recommendation for expulsion, the following procedures shall apply:

- a. The district shall promptly convene a planning and placement team (PPT) meeting to determine whether the misconduct is causally related to the student's disability. A student may be suspended for up to ten (10) days pending the PPT determination.

- b. If the PPT finds that the misconduct is not causally related to the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of such expulsion.

- c. If the PPT finds that the misconduct is causally related to the disability, the Superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff in the school.

- d. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under Conn. Gen. Stat. § 10-76h to contest an expulsion under subparagraph (b) above or a proposed change in placement under subparagraph (c), the child shall stay in his/her

then-current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.

e. Notwithstanding the provisions of the preceding subparagraph (d), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student's conduct involved sale or distribution of drugs or possession of a weapon (as defined by federal law referenced in the IDEA). The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or a court orders otherwise.

6. Referrals of students with disabilities to the Central Office Administration for consideration of suspension or expulsion shall also result in timely notification of same to the District Department Head for Special Education.

a. The setting of any related meetings, conferences, hearings, shall include a representative from the Special Education office.

b. The assignment of a special education representative who is familiar with and knowledgeable about the disabled pupil of concern, to participate directly in any of said meetings, conferences, and/or hearings shall be completed by the Special Education office.

c. All considerations or procedures described herein shall have as their focal point the Individualized Educational Plan of the disabled pupil of concern. Therefore, any contemplated program changes shall be consistent with this plan as well as any related procedural safeguards.

I. Dissemination of Policy

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

STUDENT SERVICES

PSYCHOLOGICAL SERVICES

The school system may provide psychological services to children who are experiencing difficulties and are in need of evaluation. The psychologist uses a wide assortment of tests to measure both achievement and potential for learning. Parental permission is required prior to any testing. In addition to the above, the psychologist offers individual and group counseling and consultations.

SOCIAL WORKER

The school social worker serves as a support resource person. By utilizing interviewing techniques, psychodynamics in human behavior, and an understanding of the family and its social environment, the school social worker counsels students individually and in groups. The social worker talks with students and family members, when necessary, to help them consider possible solutions to problems and assists them in their selection of appropriate alternatives. In addition to counseling, the social worker serves as consultant to school personnel and as a community resource. To offer the most positive experience for students, the social worker works closely with and receives referrals from school administrators, ancillary staff, teachers and parents/guardians. Student interviews with the social worker are scheduled by appointment or if the social worker is available, a student may drop in.

SPECIAL EDUCATION

The special education staff services children who are identified by a special education mandated Planning and Placement Team. The staff offers instruction and remediation of deficits through an integrated program of reading, writing, spelling, oral language, and mathematics. The particular structure of the program varies to accommodate the age ranges and specific needs of the students with as much independence and integration into the mainstream as possible.

Diagnostic services, consultation with classroom teachers and direct instruction are components of the special education program. Physical therapy, occupational therapy and adaptive physical education services are also available to students iden-

tified through the Planning and Placement Team process.

INDIVIDUAL LEARNING NEEDS COACH

Under the reauthorization of Federal Law for Individuals with Disabilities Education Act (IDEA) 2004, school districts are required to monitor and measure a student's response to individualized support in the general education classroom. This is referred to as Response to Intervention (RTI). RTI is a systematic and data based method for identifying and resolving students' academic difficulties. Stamford Public Schools initiated a critical component of RTI by hiring Scientific Research Based Intervention (SRBI) for each elementary school. Under the direction of the school Administrator, and in cooperation with the directors of special education and differentiated instruction, the SRBI will support the classroom teacher to meet the needs of individual students. These coaches will help institute a three-tier system. Tier 1: Quality classroom instruction using research based strategies with targeted students using benchmarks, Tier 2: Scientifically based supplemental instruction using small, flexible groups, Tier 3: specific intensive support prescribed by the support team.

If a teacher requests assistance in meeting the needs of a child, the parent will receive a letter from the school informing them that their child's progress is being reviewed. In the event that a child moves beyond Tier 1, the parent will again be notified. We have the desire and responsibility to help ALL children succeed. We will do this one child at a time with your involvement and support.

SPEECH AND LANGUAGE PROGRAM

The special education program services students whose speech and language deficits adversely affect their academic performance. These delays can be in the areas of verbal expression, comprehension, articulation or stuttering.

Sessions are delivered according to the students' Individualized Education Plan. Consultation with the classroom teacher and parents is critical to integrating therapeutic and curriculum goals into a meaningful and natural environment. Parental support and supervision is essential to the success of this program.

TITLE I SERVICES

Students may receive supplementary help in math and/or language arts. Achievement scores, classroom performance, and/or teacher recommendation identify those receiving help. Services may be a combination of small group, individual instruction, and/or additional classroom support.

Davenport Ridge School's Notification of Rights under FERPA For Elementary and Secondary Institutions

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.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
 - Parents or eligible students may ask Stamford Public Schools to amend a record they believe 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 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 legislator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a persona or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or

assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District disclosed education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complain 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

Important Information

Stamford Public Schools is committed to a policy of equal opportunity for all qualified persons. Stamford Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information & testing, Family & Medical Leave, protected veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Stamford Public Schools provides equal access to Boy Scouts of America and other designated youth groups. Stamford Public Schools does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction.

Stamford Public Schools prohibits Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

For further information, visit the US Department of Education website or call (800) 421-3481. Inquiries and reports regarding Stamford Public Schools' nondiscrimination policies should be directed to:

District Coordinator: Title IX, the Americans With Disabilities Act (ADA) & Age Discrimination Act	Christopher P. Soules, Esq. Executive Director of Human Resources Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 csoules@stamfordct.gov (203) 977-5598
District Coordinator: Section 504 & COVID-19 Liaison	Michael S. Fernandes, Ed.D. Associate Superintendent for Intervention & Student Support Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 mfernandes@stamfordct.gov (203) 977-5684
District Coordinator: Safe School Climate	Mike Meyer Director of Community & Family Engagement Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 mmeyer@stamfordct.gov 203-977-5620
SCHOOL BASED COORDINATORS The principal of each school serves as the School's Safe School Climate Specialist and Title IX Coordinator.	
State of Connecticut Department of Children & Families (DCF) Careline: 1-800-842-2288	

Community Relations

Distribution of Printed Materials

No advertisements or announcements other than advertisements or announcements relating to school or school-sponsored activities are to be read, distributed, or displayed on the school premises, except with written authorization of the Superintendent of Schools or his designee. Any such communications that disrupt the educational process shall not be permitted.

Legal Reference:

- Connecticut General Statutes
- 9-369b Explanatory text relating to local questions.

Policy adopted:

September 10, 1963

Amended:

November 12, 1974

December 12, 1978

November 28, 2000

April 24, 2015

Community Relations

Distribution of Materials (continued)

Distribution of Materials

I. Guidelines

Individuals, including students, may have the right to distribute on school premises, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. contains indecent, vulgar, profane or lewd language;
4. advertises any product or service not permitted to minors by law;
5. is for the purpose of further the interests of any political party, the campaign of any political candidate or the advocacy of any political issue;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in these categories is prohibited.

II. Procedures for Distribution of Materials

In an effort to be more environmentally friendly, to utilize innovative technology, and to reach more families directly, the Stamford Public Schools (SPS) utilizes an electronic flyer delivery vendor.

Requests for flyer distribution will be submitted electronically. Requests that conform to the Stamford BOE Policy 1140 and are approved by the Office of Public Affairs will be available on the district website and on the school(s) website for which the request was made. Families will also receive an e-mail with a link to the electronic flyers (eFlyers) and will have the ability to manage their own delivery preferences for those e-mails. Any flyer from a not-for-profit, 501(c)(3)-designated organization hosting an educational event, or a for-profit organization that is offering an instructional or education camp while schools are out of session, may be approved.

Community Relations

Distribution of Materials (continued)

II. Procedures for Distribution of Materials (continued)

All organizations must submit flyer requests electronically and may be required to pay a per-school fee for distribution of the eFlyer to the vendor. The fee charged is dependent upon the terms of the contract between the district and the vendor. Individual schools and school organizations, such as PTOs will have the ability to create and send eFlyers to their families and post on their school website free of charge.

III. Procedures for Distribution of Written Material (On Exception Basis)

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building Principal at least twenty-four hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within twenty-four hours of submission, the Principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this regulation. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by the school, the administration, the Board or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within twenty-four hours of submission, the person will contact the building Principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

Community Relations

Distribution of Materials (continued)

III. Procedures for Distribution of Written Material (On Exception Basis) (continued)

If the person is dissatisfied with the decision of the Principal, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three school days of submitting the appeal, the person will contact the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process, the person submitting the request will have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by the District, the Board, the administration or the individual reviewing the material submitted.

IV. Time, Place and Manner of Distribution

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material is limited to a reasonable time, place and manner as follows:

1. The material will be distributed from a table set up for the purpose in a location designated by the Principal, which location will not block the safe flow of traffic or block the corridors or entrance ways, but which will give reasonable access to students.
2. The material will be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

Community Relations

Distribution of Materials (continued)

V. Definitions

The following definitions apply to the following terms used in this policy:

1. **“Obscene to minors”** is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. **“Minor”** means any person under the age of eighteen.
3. **“Material and substantial disruption”** of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the District for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), “material and substantial disruption” is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

Community Relations

Distribution of Materials (continued)

V. Definitions (continued)

4. **"School activities"** means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. **"Unofficial"** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. **"Libelous"** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. **"Distribution"** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

VI. Disciplinary Action

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VII. Notice of Policy to Students

A copy of this regulation will be published in student handbooks and posted conspicuously in school buildings.

Community Relations

Distribution of Materials by Students (continued)

Additional material to consider:

1. Student Participation

No student shall be forced to participate in the distribution of any non-school materials in the schools.

2. Political Campaign Materials

Subject to the approval of the Superintendent, each building principal shall establish rules and regulations governing the distribution of political campaign materials in the school building during election campaigns in order to afford opportunity for all viewpoints to be considered. No student shall be forced to participate in the distribution or receipt of any political materials.

3. Special Interest Materials

No mailing lists of students or employees of the District shall be given to individuals, organizations or vendors for the purpose of distributing materials without the written approval of the appropriate records custodian.

4. Advertising in the Schools

Advertising in the student publications may promote products by brand name except that commercial ads promoting the sales of any controlled substance or drug paraphernalia are prohibited.

5. Relations with Political Organizations

Political candidates or political parties shall be prohibited from promoting candidates or political party activities in school buildings during school hours except as they might be invited to speak, either as part of a class project or as part of the instructional program, as provided in the policy on controversial speakers.

Community Relations

Distribution of Materials by Students (continued)

Additional material to consider:

5. Relations with Political Organizations - Continued

Such organizations may use school facilities according to Board policy.

The circulation of petitions is not permissible when done during an employee's or student's assigned working hours.

Regulation approved:
May 26, 2015

Regulation amended:
November 25, 2016

Students Bullying Behavior in the Schools

The Stamford Board of Education ("Board") is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law, it is the policy of the Board that any form of bullying behavior, whether in the classroom, on or off school grounds, on a school bus or other form of transportation owned or used by the Board, or at school-sponsored events, is expressly forbidden.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

The Superintendent or designee shall be responsible for developing and implementing administrative regulations in furtherance of this policy. As provided by statute, such regulations shall:

- (1) enable students to anonymously report acts of bullying to school employees and require that students and parents or guardians to be notified annually of the process by which they may make such anonymous reports,
- (2) enable the parents or guardians of students to file written reports of suspected bullying,
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or 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;
- (4) require the safe school climate specialist to supervise the investigation or school administrator if such safe school climate specialist is unavailable of any written reports and to review any anonymous reports (except that no disciplinary action shall be taken solely on the basis of an anonymous report),
- (5) include a prevention and intervention strategy, as defined by this policy, for school staff to deal with bullying,
- (6) provide for the inclusion of language in student codes of conduct concerning bullying,
- (7) require school administrators of each school to notify both 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, and to invite them to attend at least one meeting to communicate 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;
- (8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and within available appropriations,

report such number annually to the Department of Education, in such manner as prescribed by the Commissioner of Education;

(9) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(10) identify the appropriate school personnel as the safe school climate specialist responsible for taking a bullying report and investigating the complaint.

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. § 10-220a.

The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Such regulations may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERP A") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "Bullying" is defined an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. 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, socio-economic 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.

For purposes of this policy, "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school transportation) that is sponsored, recognized or authorized by the Board of Education.

For the purposes of this policy, "Prevention and Intervention Strategy" may include, but shall not be limited to, (1) implementation of a positive behavioral supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education, 2) a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (6) inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school, (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff, (8) school-wide training related to safe school climate, and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion.

Staff who engage in bullying shall be subject to discipline up to and including termination.

This policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

The Board shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f
Public Act No. 08-160

Policy Adopted:

March 25, 2003

Policy Amended:

February 23, 2010

November 22, 2011

October 25, 2022

Administrative Regulations Concerning Bullying Behavior

The following sets forth the procedures to implement the Board Policy concerning the prohibition against bullying. Bullying behavior is strictly prohibited, and those who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school, in accordance with the Board's Student Discipline policy, or discipline up to and including termination for a staff member. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies.

I. Definition:

In accordance with Board policy, "bullying" is defined an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. 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, socio-economic 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.

"Cyberbullying" is defined as 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.

In accordance with this definition, the following factors should be considered before identifying conduct as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for misconduct.

- **Location.** Bullying behavior in violation of Board policy may occur on or off school grounds, at a school-sponsored activity, or on school transportation. Conduct that occurs off-campus, (e.g. physical intimidation in the community) is considered bullying under the Board's Policy and this Regulation if it has a direct and negative impact on a student's academic performance or safety in school. Cyber-bullying, which is the use of electronic equipment to commit acts of bullying, is also considered bullying.

- **Types of conduct.** Bullying can take many forms and can include many different behaviors. Examples of conduct that could constitute bullying include, but are not limited to:

1. Physical violence and/or attacks;

2. Verbal taunts, name-calling and put-downs, including taunts based on race, ethnicity, gender, religion, sexual orientation , or other protected and/or individual characteristics such as socioeconomic status or physical appearance;
3. Threats and intimidation (through words and/or gestures);
4. Extortion or stealing of money and/or possessions; and/or
5. Cyberbullying.

II. Complaint processes

A. Publication of the policy and regulations against bullying

This policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

B. Appropriate school personnel

All school administrators are charged with the responsibility of taking reports of bullying and appropriately investigating them. Reports may be made to any building administrator.

C. Written complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying and are strongly encouraged to use the district's form to do so. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any building administrator for review and action in accordance with Section III below.

D. Verbal complaints by Students

Students may also make verbal complaints of conduct that they consider to be bullying by verbally reporting to a teacher, substitute teacher, administrator, school superintendent, paraprofessional, coach or other professional employee such as a guidance counselor, school psychologist, nurse, physician, social worker, therapist 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. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. The individual recipient who receives a verbal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the recipient of the verbal complaint shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action in accordance with Section III below.

E. Anonymous complaints

Students who make complaints of bullying to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist, may request that

their name be maintained in confidence by the staff member who receives the complaint. Should anonymity be requested, the principal or their designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

III. Staff responsibilities and intervention strategies

A. Teachers and other school staff

1. Teachers and other school staff, who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee in writing of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student reports of suspected bullying shall promptly notify the building principal and/or designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or designee. If the report is a verbal complaint by a student that is received by a teacher, administrator or other professional employee, they shall prepare a succinct written report of the verbal complaint, which shall be forwarded promptly (no later than the next school day) to the building principal or designee. If the report is a verbal complaint by a student that is received by other school staff, this employee shall verbally report the matter to the principal and/or designee promptly (no later than the next school day).

2. In addition to addressing both verbal and written complaints, teachers and other professional employees are encouraged to address the issue of bullying in other interactions with students. Teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

B. Administrator responsibilities

1. Investigation

a. The principal (or other responsible program administrator) shall be promptly notified of any written or verbal complaint of suspected bullying received by any building administrator, teacher or other professional employee. Under the direction of the building principal or their designee, all such complaints shall be investigated promptly. In order to allow the district to adequately investigate all written complaints, the parent of the student suspected of being bullied must complete a consent form that permits the district to release that student's name to those third parties who the district contacts as part of its investigation of that complaint. With regard to the investigation of verbal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

b. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, which may include disciplinary action. Where appropriate, written witness statements shall be attached to the report.

c. Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that their report be anonymous.

2. Remedial actions

a. Verified acts of bullying shall result in intervention by the building principal (or other responsible program administrator) or designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced with the goal that any such bullying behavior will end as a result.

b. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. The following sets forth possible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

C. Addressing bullying behavior

1. Non-disciplinary interventions when verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying is verified, the building principal (or other responsible program administrator) shall invite the parents or guardians of the perpetrator and the parents or guardians of the bullied student to attend at least one meeting. In the discretion of the building principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately.

2. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences that apply to on campus and off campus conduct. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving the individual an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board, or an impartial hearing officer designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

In those cases where bullying behavior has occurred off campus (and outside of any school-sponsored activity), discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

3. Interventions for bullied students

The building principal (or other responsible program administrator) or designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include, but are not limited to, the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate.

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

- a. 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, including any such program identified by the Connecticut Department of Education;
- b. A school survey to determine the prevalence of bullying;
- c. Establishment of a bullying prevention coordinating committee with broad representation to review school climate survey results and implement appropriate strategies;

- d. Active adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying prevention curricula;
- f. Individual interventions with the perpetrator, parents and school staff, and interventions with the bullied student, parents and school staff;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students and others;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

IV. Reporting obligations

A. Report to the parent or guardian of the perpetrator

If after investigation, acts of bullying by a specific student are verified, the building principal (or other responsible program administrator or designee) shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the parent or guardian of the victim

If after investigation, acts of bullying against a specific student are verified, the building principal (or other responsible program administrator or designee) shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law.

C. List of verified acts of bullying

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

D. Report to Department of Education

Within available appropriations, the principal of each school shall report the number of verified acts of bullying in the school annually to the Connecticut Department of Education, in such manner as prescribed by the Commissioner of Education.

Legal References: Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. §§ 10-233a through 10-233f Public Act No. 08-160 Regulation Adopted: April 27, 2004 Revised: July 13, 2010

Students

Student Behavior

The Stamford Board of Education ("Board") recognizes that the school is a community with rules and regulations. Those who would enjoy the rights and privileges of this community must also accept the responsibilities that membership demands, including respect for and obedience to school rules.

The Board believes that the majority of students in the Stamford Public Schools want the best education possible, an education that depends on safe, orderly classrooms and schools. The Board is determined to take whatever measures are necessary and legally available to guarantee the continued orderly operation of the schools.

The Board considers misbehavior in any part of a school facility as serious as misbehavior in a classroom. The school facility includes all parts of the school building, the school grounds, on school buses; or any location where a school-sponsored activity takes place. In addition, certain misconduct, such as sale or distribution of controlled substances, weapons possession and/or use or violent acts, either, committed or threatened, may be disruptive of the educational process and may properly be the subject of disciplinary action under the policy.

Rights and Responsibilities

The Board has established as a basic premise that an equal educational opportunity will be provided to all students in the district. It is, therefore, the responsibility of all school personnel to maintain an educational environment which is conducive to the best possible learning situation where each student has the right to a successful classroom experience.

A. Rights

Students, Parents and school personnel have the responsibility to respect the following rights of all persons involved in the educational process:

1. The right to a safe, secure, and disciplined environment in which the best possible education can occur.
2. The right to be treated in a respectful, courteous manner as befits one human being relating to another.
3. The right to mutual support and assistance in the various aspects of the educational process.

It is not possible to list all the rights and responsibilities of the members of the Stamford Public school community. The generalized statement is intended to emphasize this community's belief in the interdependency of rights and responsibilities. No member can exercise rights without also assuming a corresponding degree of responsibility. The right to a safe, secure and disciplined environment brings with it the responsibility to refrain from

activities which lessen others' access to this same right. One's right to be treated in a respectful, courteous manner entails the responsibility to exercise like behavior toward all others. Finally, the right to mutual support and assistance presumes that all members will, in turn, lend their best efforts to the common benefit.

B. Responsibilities

1. Student Responsibilities:

- a. Respecting the authority of teacher, administrators and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.
- b. Behaving in school, school facilities and in school sponsored activities in a manner that does not disrupt or interfere with the rights of other students and staff.
- c. Abiding by the standards of conduct and rules and regulations governing discipline established by the Board and the school.
- d. Attending school and assigned classes daily on time and for each full term.

2. Parent Responsibilities (As used herein, the term parent shall be interpreted to include the student's parent, legal guardian, or other adult acting as a parent to the student):

- a. Accepting and respecting the right of the Board to require discipline standards of behavior for all students and for all non-students while on campus and school facilities, and, under certain circumstances, when off school grounds.
- b. Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities on school campuses and school facilities, and, under certain circumstances, when off school grounds.
- c. Cooperating with school officials in working toward a solution to a student's problem and carrying out appropriate discipline penalties when such action is necessary.
- d. Seeking out, when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

3. Teacher Responsibilities:

- a. May review with classroom students at the start of every semester discipline policy and school rules and regulations regarding discipline.
- b. Consistently and fairly enforcing district policy, school rules and regulations regarding discipline.
- c. Providing well-planned teaching by establishing lesson/course objectives with varied learning activities that allows students the opportunity to pursue studies successfully in an orderly environment conducive to learning.

- d. Communicating with students and parents regarding behavior problems and proposed solutions.
- e. Reporting promptly any continuing student behavior problems to appropriate site personnel.
- f. Assuming the responsibility for the supervision of students in the school facility as per teacher's schedules in order to maintain control and to ensure the safety and welfare of all concerned.

4. Building Administration Responsibilities:

- a. Establishing school rules and regulations in conformance with district discipline policy that will ensure an education program free from disruption for all students. Suggestions from the teaching staff should be encouraged and considered.
- b. Communicating to parents, staff and students established district policy and school rules and regulations regarding discipline.
- c. Enforcing consistently and fairly district policy and school rules and regulations regarding discipline.
- d. Assisting students, parents, and staff in early identification of behavior problems and in seeking solutions or remedies for causes of misconduct,
- e. Following through on teacher discipline referrals,
- f. Contacting police or other authorities when appropriate.

5. Central Administration Responsibilities:

- a. Establishing procedures to carry out Board policy.
- b. Ensuring that due process is adhered to in all cases of disciplinary action.
- c. Maintaining and facilitating the educational process.
- d. Supporting all school personnel performing their duties within the framework of the district policy.

6. Board of Education Responsibilities:

- a. Holding its employees responsible for:
 - 1) the proper conduct and control of students while legally under the supervision and jurisdiction of the school, and
 - 2) maintenance of order within the school
- b. Supporting all personnel acting within the framework of district policy.

7. Community Responsibilities:

a. Acknowledging the right of the Board, its administration, and school site personnel to carry out district discipline policy and school rules and regulations established in the interest of maintaining the best educational environment in all classrooms and on all campuses of the City schools.

b. Cooperating with the Board, its administration, and school site personnel in providing alternative educational programs and appropriate remedial services or programs to reduce or eliminate student misconduct.

C. Notification of Rights and Responsibilities

The Board's policy and regulations on student behavior and disciplinary proceedings shall be distributed to all students. The principal of each school shall take steps to insure that all rules pertaining to the discipline of pupils are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

D. Equal Educational Opportunity

No student shall be subject to discrimination on any basis prohibited by law, including race, sex, color, national origin, age, religion, sexual orientation, disability or any other status protected by law as to any disciplinary proceedings.

E. Complying with the Law

The Board will comply with all state and Federal Laws considering student behavior.

Policy Adopted:
September 10, 1953

Amended:
May 24, 1963
October 23, 1973
August 19, 1975
October 2, 1990
June 27, 2000
October 25, 2022

Students

I. STUDENT BEHAVIOR

The Stamford Board of Education ("Board") extends rights and privileges to students in the public schools. It also requires the acceptance of responsibilities on the part of the students. The maintenance of an orderly atmosphere in the school demands respect for, acceptance of, and obedience to rules and standards of behavior.

The Board recognizes the need to publish the rights, responsibilities and regulations affecting the total school community. Student discipline policies and procedures shall be distributed to students and parents at the beginning of each school year. Policies and regulations shall be publicized within each school and explained in assembly programs at the start of each school year.

II. DEFINITIONS

A. "Bullying" is defined as an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. 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, socio-economic 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.

B. "Cyberbullying" is defined as 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.

C. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and a dog that has been commanded to attack.

D. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.

E. "Exclusion" shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.

F. "Firearm" means 1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb,

grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the weapons described herein.

G. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star. L.

H. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

I. "**Removal**" shall be defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

J. "**In-school suspension**" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed, and provided further that no pupil will be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one year, whichever results in fewer days of exclusion.

K. "**Suspension**" shall be defined as an exclusion from school privileges or from transportation services only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed and provided further that no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below. Reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute a suspension.

L. "**Expulsion**" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Notwithstanding the foregoing, reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute an expulsion. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

M. "**Emergency**" shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.

N. "**Days**" shall mean days when school is in session for pupils.

O. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star. L.

P. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

Q. "School sponsored activity" is defined as any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

R. "Vehicle" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

III. ACTIONS LEADING TO DISCIPLINARY ACTION, INCLUDING SUSPENSION AND/OR EXPULSION

A. Conduct on school grounds or at a school sponsored activity may be cause for suspension when such conduct:

1. Violates a publicized policy; or
2. Seriously disrupts the educational process; or
3. Endangers persons or property.

B. Conduct off school grounds below may be cause for suspension when such conduct:

1. Violates a publicized policy of the Board and;
2. Seriously disrupts the educational process.

C. Conduct on school grounds or at a school sponsored activity may be cause for expulsion when such conduct:

1. Violates a publicized policy; and
2. Seriously disrupts the educational process; or
3. Endangers persons or property.

D. Conduct off school grounds may be cause for expulsion when such conduct:

1. Violates a publicized policy; and
2. Seriously disrupts the educational process.

E. The following conduct is prohibited and will be considered cause for suspension and/or expulsion. This list is illustrative only and not all inclusive and any conduct falling into the categories above in this section can serve as grounds for imposition of discipline:

1. Threatening, harassing or intimidating another member of the school community in any manner, including orally, in writing, via electronic communication, or by gestures or other physical behavior such as stalking. Members of the school community include any school employee, fellow student, consultant, volunteer, or visitor to a school;
2. Use of physical force against another person which is not reasonably necessary for self-defense;
3. Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear;

4. Willfully causing, or attempting to cause, damage to school property;
5. Possession, use, transmission or being under the influence of any narcotic drug, hallucinogenic drug, performance enhancing drug, amphetamine, barbiturate, marijuana, cocaine, alcoholic beverage, or intoxicant of any kind including inhalants, prescription drugs for which the possessor, user or transmitter has no legal prescription, or drug paraphernalia;
6. Possession or transmission of a facsimile of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana;
7. Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
8. Possession or transmission of any weapon, including but not limited to any firearm, deadly weapon, dangerous instrument, martial arts weapon, knife, box cutter, razor, blade, chemical sprays, electroshock weapons or facsimile of any weapon or instrument;
9. Using or copying the academic work of another and presenting it as his/her own without proper attribution;
10. Possessing, smoking or consuming tobacco products or using vapor products and electronic devices that simulate smoking by delivering nicotine or other substances by the inhalation of a vapor on school grounds;
11. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
12. Intentional and successful incitement of truancy by other students;
13. Bullying or cyberbullying, including such conduct that may occur outside of the school setting if such bullying (1) creates a hostile environment at school for the victim; (2) infringes on the rights of the victim at school; or (3) substantially disrupts the education process or the orderly operation of a school;
14. Any violation of the Boards policies prohibiting sexual, racial and other unlawful harassment including any act of harassment based on an individual's race, color, national origin, sex, age, disability, sexual orientation, gender identity or expression of religion or other lawfully protected class status;
15. Intentional incitement which results in an unauthorized occupation of any part of a school or other facility owned by any school district;
16. Participation in an unauthorized occupancy of any part of any school or school premises or other building owned by any school district and failure to leave such school premises or other facility promptly after having been directed to do so by the principal or other person in charge of such building or facility;
17. Making false bomb threats or other threats to the safety of students, staff members and/or other persons;

18. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property system or the use of such property or system for unauthorized or non-school related purposes;

19. Creating, using, accessing, uploading, downloading, possessing, transmitting or distributing pornographic, obscene, sexually explicit, harassing, threatening or illegal material or communications including but not limited to electronic data and communications;

20. Violation of any other Board policy, rule, agreement, or directive dealing with student conduct, including that dealing with conduct on school buses and the use of school district equipment; or

21. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property.

E. Mandatory Expulsions

A. student shall be recommended for expulsion for one full calendar year when the Superintendent reasonably believes that a student:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. §921 as amended from time to time; or

2. off school grounds, possessed a firearm as defined in 18 U.S.C. §921, in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime; or

3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 1a-277 and 21a-278.

4. In keeping with Conn. Gen. Stat. § 10-233d and the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "firearm as defined in 18 U.S.C. 921" to school, as that term is defined above. The Board may modify the period of expulsion on a case by case basis.

F. Police Referrals

Any student charged with a school-related offense or breach of conduct that is serious or criminal in nature may be referred to the state or local police department. If a student physically assaults a teacher or other school employee on school property or in the performance of school duties, and such teacher or employee files a written report with the school principal based upon the assault, the school building principal shall report such physical assault to the local police authority. In cases where a student has brought a weapon, firearm or deadly weapon to school in violation of the Board's mandatory expulsion policies, the student shall be referred to the local police. If the Board of Education

expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

G. Examples of Corrective Measures

1. Counseling

2. Conferences

- a. student -teacher(s)
- b. parent-teacher(s)
- c. student-parent-teacher(s)
- d. administration with a, b, or c
- e. administration - student and/or parent

3. Behavior Contract

4. Daily conduct reports to parents

5. Adjustment of school program

- a. alternate learning class
- b. shortened school day
- c. alternate school
- d. schedule changes
- e. work-study program

6. Services of support personnel

- a. home visits
- b. peer interaction group sessions

7. Referral to Planning and Placement Team

8. Referral to Court. e.g.

- a. Family with services needs
- b. Educational neglect

9. Discipline

- a. Removal; in or out of school suspension; expulsion

H. Examples of Punitive Measures

1. Detention
2. Denial of privileges
3. Denial of school-provided transportation
4. Removal from Class
5. In-school suspension
6. Suspension
7. Expulsion
8. Restitution
9. Lowering of academic grades for academic misbehavior, e.g. cheating and talking during exams and plagiarism

I. Unacceptable Measures

The following corrective or punitive measures shall not be used in the Stamford Public Schools.

1. The lowering of academic grades or credit for punitive reasons related to nonacademic misbehavior rather than to the quality of work performed by the student.
2. Corporal Punishment
 - a. Paddling;
 - b. Spanking; or
 - c. Inflicting physical discomfort.

3. Verbal Abuse

NOTE: The Board recognizes the right of staff members to use reasonable force to the degree necessary in order to (1) protect him/herself or others from immediate physical injury; (2) to obtain possession of a weapon or dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order.

IV. DISCIPLINARY ACTIONS

The Board requires that the resolution of disciplinary problems proceed with careful observance of all legal requirements and that due process be afforded in all circumstances. When disciplinary action is necessary, any party involved who does not speak or comprehend English shall be provided with an interpreter.

When disciplinary action of a student with disabilities is necessary, school system personnel will comply with the applicable regulations, statutes, and case law concerning student's with disabilities, as well as the procedures set forth in Section II (H).

A. PROCEDURES: Disciplinary Actions - Generally

1. Teachers should seek parental involvement and cooperation in the correction of inappropriate behaviors. This may be arranged through telephone contact and/ or informal conferences.
2. Teachers may use a variety of corrective measures in dealing with inappropriate student behaviors (see Section I (G). In cases requiring use of special services, changes of a school program or schedule, or a referral to court, teachers should seek administrative involvement.
3. Teachers may use a variety of punitive measures in dealing with inappropriate student behaviors (see Section I(H), up to removal from the classroom, as outlined in Section II(B) below. In cases requiring more serious discipline than removal, teachers should seek administrative involvement. Teachers should also seek administrative involvement and cooperation in the correction of persistent, inappropriate behavior.
4. Administrative involvement should be done through a discipline referral. A discipline referral seeking administrative intervention should be in writing and include:
 - a. the name of the student;
 - b. the date and time of the offense if a single incident is involved;
 - c. the name of the teacher; and
 - d. the nature of the offense(s).
5. The administrator receiving the discipline referral may use a variety of corrective and/or punitive measures (see Section I (G) and (H). An administrator has the authority to impose an in-school suspension, a suspension, or to institute program or schedule changes, in accordance with procedures established by the Board.
6. The administrator receiving the discipline referral should make a written record, noting the disposition of the case and send a copy of such record to the affected teacher(s).

B. PROCEDURES: Removal

1. Removal of a pupil by a teacher is authorized when such pupil deliberately causes a disruption of the educational process within the classroom.
2. When a teacher removes a pupil from class, the teacher shall make a verbal explanation to the student and refer him/her to a designated area and shall immediately inform the building principal, or his designee in writing of:
 - a. the name of the pupil against whom the removal action was taken, and
 - b. the reason for the action.
3. A pupil removed from class is to be given the opportunity to complete class work.
4. If a pupil is removed from class more than six times in any school year or more than two (2) times in one week, then for each such additional removal the pupil shall be referred to

the building principal or his/her designee, granted an informal hearing and afforded the following rights:

- a. the pupil shall be informed of the reason for the removal
 - b. the pupil shall be given an opportunity to explain the situation. Appropriate corrective or punitive action should be taken to change the misbehavior.
5. Parents should be informed by an administrator when it is necessary to take measures under this

Section. C. PROCEDURES: In-School Suspension

1. School administrators may impose an in-school suspension only in cases where a pupil's conduct endangers persons or property, seriously disrupts the educational process, violates a publicized policy of the Board of Education, or in other appropriate circumstances as determined by the school administrator or designee.
2. The in-school suspension may not:
 - a. exceed five (5) consecutive school days;
 - b. extend beyond the school year; or
 - c. be imposed more than fifteen (15) times or more than a total of fifty (50) days in one school year, whichever is less.
3. In-school suspension may not be imposed on a student without an informal hearing by the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation.

D. PROCEDURES: Suspension

1. The principal of a school, or his/her designee on the administrative staff of the school, shall have the right to invoke suspension for a period of up to ten (10) days or to invoke in-school suspension for a period of up to five (5) days, of any pupil where he/she has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board, or conduct off school grounds which is seriously disruptive of the educational process-and violates a publicized policy of the Board.
2. Except in an emergency situation, prior to making a decision to suspend, the principal or his/her designee shall conduct an informal hearing with the student at which the principal or his/her designee shall:
 - a. give oral notice of the charge(s) to the pupil;
 - b. give an oral explanation of the evidence to the pupil if the pupil denies the charges; and
 - c. give the pupil an opportunity to explain the situation.

If there is an emergency, the principal or designee may suspend a pupil immediately. In such a case the informal hearing required for a suspension should be conducted as soon after the suspension as possible. An emergency is a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such disruption of the educational process that the student should be excluded pending the holding of a hearing.

3. If a student is suspended, the following steps should be taken:

- a. by telephone, the principal or his/her designee shall attempt immediately to notify the parent or guardian of the student about the suspension and state the cause leading to the suspension;
- b. whether or not telephone contact is made with the parent, the principal or designee, shall forward a letter to such parent or guardian within one school day of the suspension, and offer the parent or guardian an opportunity for a conference;
- c. at such conference, the student, parent(s) or guardian(s) and/or their representative shall be informed specifically of the charges and the suspension period imposed;
- d. within twenty-four (24) hours of the suspension of the pupil, the principal or designee taking such action shall notify the Superintendent or designee of the following:

- (1) the name of the pupil; and

- (2) the reason for the action;

- e. if the student was suspended for a serious breach of conduct, or conduct for which expulsion is mandatory, the Superintendent shall promptly schedule an expulsion hearing before the Board of Education or a duly appointed hearing officer, preferably to take place before the end of the period of suspension;

- f. if a student is emancipated, any notice required by this policy shall be given to the student and the building principal involved. No notice is required to be given to the student's parent(s) or guardian(s);

- g. textbooks and homework are to be provided to the pupil. Any pupil excluded by suspension shall be given an opportunity to complete any classwork, including but not limited to examinations, which such pupil missed during the period of suspension;

- h. at the first regular monthly Board meeting, the Superintendent of Schools shall report any cases of pupil suspension during the previous month to the Board of Education.

4. Notwithstanding the provisions enumerated above, no pupil shall be suspended more than ten (10) times or a total of fifty (50) days, during one school year, whichever is less, without a formal hearing before the Board or duly appointed hearing officer.

5. For any pupil who is suspended for the first time pursuant to this section and who has never been expelled pursuant to section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration-specified program and meets any other conditions required by the

administration. Such administration-specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

5. Whenever a pupil is suspended, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record if a pupil graduates from high school, or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (5) of this section, such notice shall be expunged from the cumulative educational record by the Board (1) if the pupil graduates from high school, or (2) if the administration so chooses, at the time the pupil completes the administration-specified program and meets any other conditions required by the administration pursuant to said subsection (5), whichever is earlier.

6. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

E. PROCEDURES: Return from Suspension

1. A student shall return to school when the suspension period has elapsed.

2. A parent or guardian shall accompany the student to school upon his/her return from suspension.

3. If a student placed on a school-level suspension fails to return to school at the termination of the suspension, the following procedure is to be followed:

- a. when a student does not return from a suspension on the appropriate day, a telephone call is to be made that day to the student's home;
- b. when the parent/guardian cannot be reached by telephone, or if said telephone call does not result in the return of the student to school, the attendance assistant is to be sent to the student's home;
- c. if the attendance assistant is unable to arrange for the student's return to school, a certified letter, return receipt requested, is to be sent to the parent notifying him/her to come to the school; and
- d. if the preceding steps are not successful in returning a student to school, a referral is to be made to central office administration.

F. PROCEDURES: Expulsion

1. The Board has the right to expel any pupil where the Board has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of Education, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

2. A principal may request expulsion of a pupil in a case where the principal feels suspension is not sufficient and where the principal has cause to believe that the student engaged in conduct on school grounds or a school-sponsored activity that endangers persons or

property, is seriously disruptive of the educational process, or is violative of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

3. A principal or school administrator must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:

- a. was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 U.S.C. 921 as amended from time to time, deadly weapon, dangerous instrument or martial arts weapon.
- b. off school grounds, was in possession of such a firearm in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime; or
- c. was engaged on or off school grounds in offering for sale or distribution a controlled substances (as defined in Conn. Gen. Stat § 21a-240(9) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.

4. As used in this section, a firearm as defined in 18 U.S.C. 911 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a short gun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel that will or may be converted to expel a projectile by explosive Or other propellant having a barrel with a bore of other propellant having a barrel with a bore of more than - 3/4" in diameter). A "firearm" means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged, a "deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle." "Martial arts weapon" means a nunchaku, kama, kasari-fundo, Octagon sai, tonfa, or Chinese star.

5. Prior to excluding a pupil by expulsion, the following steps should be taken:

- a. requests for expulsion are to be directed by the principal to the Board through the Office of the Superintendent of Schools;
- b. upon receipt of an expulsion request, the Superintendent or designee shall conduct an inquiry within ten (10) school days of the request; the Superintendent or his or her designee may schedule an informal conference with the student and parent(s) to review the potential recommendation for expulsion, the hearing procedures, or to seek possible agreement or resolution of the situation;

c. after the inquiry, if the Superintendent, or designee decides that an expulsion hearing is required, he/she shall forward such request to the Board within two (2) school days, except that the Superintendent must request an expulsion hearing if he/she reasonably believes that the student's conduct violated the Board's mandatory expulsion provisions:

d. when expulsion is recommended for students who have been identified as having one or more disabilities under the Individuals with Disabilities Education Act (the IDEA) or Section 504 of the Rehabilitation Act, the procedures outlined in paragraph (H) below shall be followed prior to expulsion proceedings under this section .

6. If the Superintendent recommends an expulsion hearing, the following must occur

a. Except in an emergency situation, the Board or a duly appointed hearing officer shall conduct a hearing within a reasonable time from the notice given to the Board. Whenever an emergency exists, the hearing shall be held as soon as possible after the expulsion. The hearing shall include at least three (3) Board members and an expulsion shall require three (3) affirmative votes to expel a student, provided that the Board may delegate the authority to conduct an expulsion hearing to a hearing officer in accordance with Conn. Gen. Stat. § 10-233d(b). The date for such a hearing may be extended by agreement of the parties or an unavoidable emergency;

b. The pupil (and the pupil's parent(s) or guardian(s) if the pupil is a minor) must be given reasonable prior notice of the date of the hearing;

c. The notice shall contain:

(1) the date, time and place of the scheduled hearing;

(2) the basis for the proposed expulsion including a description of the events leading to the expulsion, and the potential penalty;

(3) a statement of the pupil's rights as enumerated in this Section;

(4) a statement that the hearing is held pursuant to Section 10-233d of the Connecticut General Statutes and Stamford Board of Education Policy; and

(5) a statement that the pupil is entitled to be represented by a lawyer or other advocate of his/her choice.

d. At the hearing the pupil shall have the right to testify and produce witnesses and other evidence in his/her defense At the hearing, irrelevant, immaterial or unduly repetitious material shall be excluded;

e. A pupil is entitled to the services of a translator, to be provided by the Board, whenever the student or his/her parent(s) or guardian(s) do not speak or comprehend the English language;

f. The student may be represented by a third party of his choice, including an attorney at his/her expense or at the expense of his/her parents.

g. The Board shall keep a record of the hearing, and the pupil shall be entitled to a copy of that record at his/her own expense;

h. The Board shall report its final decision to the pupil, parent(s) or guardian(s) of a minor pupil, stating the reasons on which the decision is based within twenty-four (24) hours after the decision is rendered. Said decision shall be based solely on evidence derived at the hearing.

7. When a student enrolls in the Stamford Public Schools during the period of expulsion from another school district, the Board may adopt the decision of the pupil's expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board or a duly appointed hearing officer, which shall be limited to a determination of whether the conduct that was the basis of the expulsion would also warrant expulsion by the Board.

8. Whenever the Board expels a student, it shall offer any such student, under sixteen years of age, an alternative educational opportunity. The Board will offer an alternative education opportunity to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board, except as follows:

The Board is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a firearm as defined in 18 U.S.C. 921 as amended from time to time or, deadly weapon, dangerous instrument, as defined in Conn. Gen. Stat. § 53a-3 or martial arts weapon on school property or at a school sponsored activity; or (2) the student offered for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9).

9. If the Board expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

10. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the pupil graduates from high school.

11. Whenever a pupil against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the pupil's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

G. PROCEDURES: Return from Expulsion

1. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board; however, the Board may delegate authority for readmission decisions to the Superintendent. If the Board delegates such authority, readmission shall be at the discretion of the Superintendent. The Board or Superintendent, as appropriate, may

condition such readmission on specified criteria, which may or may not be identified in the original expulsion decision.

2. When a student is readmitted to the Stamford Public School System in advance of completing his expulsion period, the Board retains the right to make specific conditions for early return.

H. PROCEDURES: Discipline of Students with Disabilities

1. Removal, suspension and expulsion of students with disabilities must comply with the relevant statutes and case law concerning special education.

2. All students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") are to be clearly identified at the schools where they are in attendance.

3. The file on suspensions, which is kept by the principal, must clearly identify those cases involving the suspension of a student with disabilities.

4. If a student with disabilities is the subject of disciplinary action, the Special Education office should be notified immediately. The student may be removed from the situation, but unless it is an emergency no additional actions should be taken until a special education representative has had a reasonable opportunity to be involved in the decision-making, at least by telephone discussion.

5. In circumstances where a student with disabilities engages in conduct that could lead to a recommendation for expulsion, the following procedures shall apply:

a. The district shall promptly convene a planning and placement team (PPT) or Section 504 team meeting to determine whether the misconduct is a manifestation of the student's disability. A student may be suspended for up to ten (10) days pending the PPT determination.

b. If the PPT or Section 504 Team finds that the misconduct is not a manifestation of the student's disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan in accordance with the student's IEP as modified by the PPT in light of such expulsion.

c. If the PPT or Section 504 Team finds that the misconduct is a manifestation of the student's disability, the Superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and, if appropriate, revise the IEP or student accommodation plan to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff in the school.

d. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under Conn. Gen. Stat. § 10-7 6h to contest an expulsion under subparagraph (b) above or a proposed change in placement under subparagraph (c), the child shall stay in his/her then-current placement pending decision in said due process

hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.

e. Notwithstanding the provisions of the preceding subparagraph Cd). A student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student while in a school building, on school premises, or at a school function : 1) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; 2) carries a weapon to, or is in possession of a weapon; or 3) inflicts *serious* bodily injury upon another person (as all terms are defined by applicable law) . The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or a court orders otherwise.

6. Referrals of students with disabilities to the Central Office Administration for consideration of suspension or expulsion shall also result in timely notification of same to the District Department Head for Special Education.

a. The setting of any related meetings, conferences, hearings, shall include a representative from the Special Education office.

b. The assignment of a special education representative who is familiar with and knowledgeable about the disabled pupil of concern, to participate directly in any of said meetings, conferences,, and/or hearings shall be completed by the Special Education office.

c. All considerations or procedures described herein shall have as their focal point the Individualized Educational Plan of the disabled pupil of concern. Therefore, any contemplated program changes shall be consistent with this plan as well as any related procedural safeguards.

I. Dissemination of Policy

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

Amended:

October 2, 1990

September 12, 1995

May 14, 1996

October 8, 1996

June 27, 2000

October 25, 2022

