

BRIDGEPORT PUBLIC SCHOOLS

STUDENT HANDBOOK



It is the goal of the Bridgeport Public School system to provide a positive educational environment for every student.

Michael J. Testani
Superintendent of Schools

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

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PROMOTING POSITIVE STUDENT BEHAVIOR

School culture and climate have a profound impact upon students' academic progress and their relationships with peers and adults. Each school is expected to promote a positive school culture that is culturally responsive and provides students with a supportive environment in which to grow socially and academically. Connecting students to school through opportunities to participate in a wide range of pro-social activities and to bond with caring, supportive adults, coupled with a comprehensive program of prevention and intervention, provides students with the experiences, strategies, life skills, and support they need to thrive.

It is the goal of the Bridgeport Public School system to provide a positive educational environment for every student. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, referrals for expulsion, and referrals to law enforcement, to the extent practicable.

The Bridgeport Board of Education is aligned with the Connecticut State Board of Education's position statement on [Reducing Disproportionality in Suspensions and Expulsions \(Exclusionary Discipline\)](#). An effective approach to school discipline involves a proactive and comprehensive system of supports designed to provide opportunities for all students to achieve social, behavioral and learning success

Social-emotional learning is a basic component of a school's program of universal prevention for all students. Schools are expected to take a proactive role in nurturing students' pro-social behavior. Providing a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning fosters resiliency. Effective social-emotional learning helps students develop fundamental life skills, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. When students develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors and are less likely to engage in misconduct. The Bridgeport Public Schools will utilize resources from the Collaborative for Academic, Social, and Emotional Learning (CASEL) for knowledge about high-quality, evidence-based social and emotional learning (SEL).

Establishing a school-wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral supports is to foster resiliency, help students understand and follow school rules, and support them in

developing the skills they need to meet behavioral expectations. For a student with special education or disability-related needs, all approaches will be consistent with his/her Individualized Education Plan (IEP) or 504 Student Accommodation Plan and will be developed based on the student's unique needs and abilities.

Application of Student Handbook

Every student must follow all of the rules of the Student Handbook before, during and after school. The handbook applies to students on school grounds and at school-related activities on or off school grounds. Students must follow these rules while awaiting transportation or traveling on a school bus or other form of school-provided transportation in route to or from the school for a school-sponsored activity.

The handbook also applies to students off school grounds and during non-school time when the conduct is violating publicized policy of the Board of Education and the return of the student(s) committing the offense would contribute to a disruptive effect in the school and its educational process. These acts must be of a serious nature, e.g. dangerous weapon offenses, drug offenses or crimes accompanied by violent conduct such as robbery or sexual offenses.

The success of school discipline depends upon shared responsibility among home, school and community. Parents/guardians and community members should be familiar with and understand the Student Code of Conduct.

What all parents should know:

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

- A student with disabilities must not be suspended for more than ten (10) days per school year without the district's conducting a review of/or development of a Behavior Intervention Plan (BIP). In the case of a referral for expulsion or suspension for more than 10 school days per school year, the district shall convene a PPT within 10 school days after the recommendation for such discipline was made in order to review the relationship between the student's disability and the disciplinary infraction(s) behavior and to determine whether the student's behavior was a manifestation of his/her disability. During the process of a manifestation review, a student may be suspended for up to 10 school days. Subsequent suspension days must be closely monitored by the building administrator in order to ensure the accumulated total days do not constitute a change in placement.
- If all members of the manifestation review PPT conclude that the student's behavior was **not** a manifestation of the student's disability, the district may proceed with the referral for expulsion or suspension for more than 10 days, to the extent that a student without a disability would be subject to such discipline.
- In either of these circumstances, the Board of Education must continue to provide a free appropriate public education to the student with disabilities. During any period of suspension greater than 10 days per school year, a student with disabilities under IDEA shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. However, if the parents disagree with the finding that the student's behavior was NOT a manifestation, the parents have a right to pursue a manifestation hearing through the State Department of Education.
- If the PPT finds that the student's behavior was a manifestation of the student's disability, the district shall not proceed with the referral for expulsion or suspension of greater than 10 days, shall consider the misconduct and revise the IEP/behavior intervention plan to prevent a recurrence of the misconduct and provide for the safety of other students and staff. If the IEP does not include a Behavior Intervention Plan, the PPT must conduct a Functional Behavior Assessment (FBA) and develop a plan to address the behavior that led to the disciplinary action. When

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

- The special education and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for exclusions of greater than 10 school days per school year.
- In cases of possession of a dangerous weapon or an illegal drug or the use, sale or solicitation for sale of controlled substances on school grounds or at a school sponsored activity, the student can be placed in an appropriate interim alternative educational setting for up to 45 calendar days, regardless of whether the conduct was a manifestation of the student's disability. However, the interim alternate setting must be agreed upon by the PPT team.
- For the discipline of students not yet identified as special education students, a student is entitled to procedural protections even if he/she has not been determined to qualify for special services under IDEA if the local board had knowledge that the student was disabled before the misconduct occurred. 34 C.F.R. Connecticut General Statutes § 300.534.
- Should a special education student commit a crime that school staff reports to a law enforcement agency, school staff must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the crime is reported.

The local board will be considered to have knowledge if:

1. The parent has expressed concern to supervisory or administrative personnel in writing or to a teacher of the student, that the student is in need of special education/related services
2. The parent requested that the student be evaluated under IDEA
3. The student's teacher or other staff member expressed specific concern about a pattern of behavior demonstrated by the student directly to the Executive Director of Specialized Instruction or to other supervisory personnel of the agency

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

1. The parent has not allowed an evaluation of the student
2. The parent has refused services

3. The student has been evaluated and it was conclusively determined by the PPT that the student did not have a disability

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

Special Note:

Connecticut State Regulations, Section 10-76d-7(c), requires each school district to promptly refer to the Planning and Placement Team (PPT) all students who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance. For students who experience multiple in-school suspensions, a referral must be made to the PPT to consider whether evaluations should be conducted to determine the student's eligibility for special education services.

Procedures Involving Use of Physical Force

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

- Protect themselves or others from immediate injury
- Take a dangerous instrument or illegal drugs away from a student
- Protect property
- Restrain or remove a student to maintain order

Procedures for Searches and Confiscation

All lockers and desks are the property of the Bridgeport Board of Education and their use by students is a privilege. Students shall not place, keep or store in their lockers or desks any firearm, knife, explosive or other dangerous objects or any items prohibited in the Code of Conduct. Students shall not have any expectation of privacy relative to the contents of their lockers or desks. Accordingly, school officials retain the right to open and search lockers and desks at any time to enforce school policies, rules/regulations or for any other reason. Any search may include the use of electronic and/or mechanical devices. If in the course of a valid search or while conducting other legitimate school business, school officials observe any object or substance prohibited by this Code, they shall confiscate that object or substance. In schools where locks are school property, no other locks shall be used. All such locks remain the property of the Board of Education and may be opened at any time by school officials in accordance with this policy. In schools where students provide their own locks, this shall not create any reasonable expectation of privacy in the contents of their lockers as all such lockers may be opened at any time by school officials in accordance with this policy.

ATTENDANCE POLICY

The Bridgeport Board of Education is committed to working with students and their families to promote regular attendance, which in turn, encourages personal growth by preparing the student to accept similar responsibilities in the world outside of the school setting. The attendance regulations are designed to help students understand that the benefits of regular attendance will be gained through responsibility and commitment.

Chronic Absenteeism

What is Chronic Absence?

Chronic absence is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused and disciplinary absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. Learn more about the difference between excused and unexcused absences and best practices for reducing chronic absenteeism in the Connecticut State Department of Education (CSDE) [guidance document](#).

What are some strategies to reduce chronic absence?

Improving and sustaining good attendance requires the active engagement of district and school-based leaders and administrators along with a clear articulation of roles and responsibilities. Successful strategies include forming district and school attendance teams, analyzing data, identifying trends and factors contributing to chronic absence, and implementing a multi-tiered approach to reducing chronic absence (Appendix B).

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten (10) school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- Absences one (1) through nine (9), are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation.
 - Emailing a scanned image of an absence note is acceptable
 - An absence note in the parent's proficient language must be accepted
 - A verbal report of an absence from a parent not proficient in writing in any language must be accepted.
- Text messaging does not meet the level of security needed and are not an acceptable form of an absence note.
- For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - A student's illness (Note: all student absences due to illness must be verified by an appropriately licensed medical professional to be deemed excused regardless of the length of absence)
 - Mental Health Wellness Day (Note: students enrolled in kindergarten through Grade 12 have the opportunity to be absent from school for up to two mental health wellness days during the school year. The two mental health wellness days may not be taken consecutive. Parents/guardian must approve absences and submit appropriate documentation.)
 - A student's observance of a religious holiday
 - A death in the student's family or other emergency beyond the control of the student's family
 - A mandated court appearance (additional documentation required)
 - The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason)
 - Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. The absence meets the definition for an excused absence (including documentation requirements)
2. The absence meets the definition of a disciplinary absence.

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions:

1. The Connecticut State Board of Education policy states that "A student is considered to be 'in attendance' if present at his/her assigned school or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent."
2. Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence or a note confirming the absence by the school nurse or by a licensed medical professional as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example: if a student is out sick two (2) consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two (2) nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

Class Cutting

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

1. A class cut is a day's absence from class.
2. The classroom teacher may refer any class cut in excess of three (3) in the marking period to the administrator.

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

Tardiness

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

Tardiness to Class

1. Tardiness to class will be managed by classroom teachers. If a student is tardy three (3) times to an individual class during the marking period, it may result in the student's referral to the administration for further disciplinary action.
2. Any student entering class unexcused, missing 20% of the scheduled class time will be marked as cut.
3. Each marking period is to be considered a separate entity.

Tardiness to School

1. Tardiness to school will continue to be an administrative responsibility. If students are tardy to school, the administrator will offer intervention programs such as referrals to the school counselor and before-school or after-school detention. If these programs do not improve the student's attendance, the administrator may make a referral to the SRBI Team.
2. Students who come to school 45 minutes after the start of the school day will be required to be accompanied by a parent or guardian or the parent or guardian must telephone the school or provide a written note. If contact is not made with the parent, the student will be admitted to school but subject to disciplinary action by the administrator. Chronic tardy behavior must be referred to the SRBI Team
3. Students who are tardy must follow school established procedures for admittance. In the case of an absence, parents or guardians must call their child's school on the day of the absence no later than 10:00 a.m.

Completion of Class Work

Any student who is suspended from school has the opportunity to complete class work missed during the suspension; however, it is the student's responsibility to request assignments for the missed class work. Teachers do not have the responsibility of seeking out the students who have missed class work, as a result of suspension, to give them the assignments. In addition, students must complete all missed class work within two (2) weeks after returning to school.

ATTENDANCE MONITORING PROCEDURES AND INTERVENTIONS

At the start of each school year, administrators must inform parents/guardians, via a letter, of the following attendance guidelines. This letter must be signed by the parent/guardian and returned to school. The letter must also request that a parent/guardian include updated emergency information on each child, e.g. where parents work, home address, current home telephone number, work telephone number, cell phone number, pager, as well as the names of individuals who will be picking up student(s).

1. In the case of an absence, parents or guardians must call their child's school on the day of the absence no later than 10:00 a.m. In the event of no notification of absence by the parent or guardian, the school will make a reasonable attempt by phone to contact the parent or guardian at home or work concerning the student's absence on the day of the absence.
2. On the morning a student returns to school, it is expected that the student will bring a written note signed by a parent/guardian with the reason for the absence(s); without a note, all absences become unexcused absences. Notes must be submitted within ten(10) school days of the student's return to school to be considered excused.
3. Parents/guardians should make every effort to schedule appointments for students after school hours. No child will be dismissed early without prior written notification to the school with approval of the administrator.
4. Each school must alert parents to the possibility of failure because of a serious absence record.
5. Staff will immediately notify the office with any questions concerning a child's absence especially when the staff or another student may recall seeing the child at school or on school grounds.

Procedural Benchmarks and Truancy Interventions

For purposes of this section, **truant** means a child age five to eighteen, inclusive, who is enrolled in a BPS and has four unexcused absences (UEA) from school in any one month or ten unexcused from school in any school year. A **habitual truant** is any such child who has twenty unexcused absences within a school year. Below are the requirements of CT Statute 10-198a (Policies and Procedures Concerning Truants).

Tuancy Interventions must be recorded in the Special Attendance Support Register in Power School indicating the date of the intervention, contact person and additional comments.

See chart below for easy reference

- **2 UEA in a month/5 in a year**
 - The classroom teacher will email the parents of the student to inform them on the student's absences in their class.
- **4 UEA a month/10 UEA a SY**
 - Phone call. Administrative assistant or administrator designee will call parents. The purpose is to review and evaluate the reasons for the child being absent and to encourage the parent to schedule a conference with administration.
- **6 UEA**
 - Parent conference will be held by the teacher and may include administrator and support services staff. The teacher will conference in-person, over the phone or through TEAMS to work collaboratively to identify the reason for the absences and ways to improve student's attendance.
- **8 UEA**
 - Certified Letter. A certified letter will be mailed home to inform parents of absences and verify address.
- **10 UEA**
 - SRBI Meeting. SRBI Team will engage and coordinate services and supports with community agencies that provide child and family services.
- **10 UEA**
 - Home Visit- MTSS/SRBI Team will make a referral for a home visit. The findings will be reported back to School Administrator and/or School Counselor to be recorded in the Special Attendance Registry

- **15 UEA**

- Referral to PPT for truancy. PPT referral will be made by the school counselor indicating truancy concerns by the SRBI team. With parental consent, a referral will be made to the Youth Services Bureau for additional support.

- **20 UEA**

- Referral to DCF for educational neglect

Educational Neglect occurs when, by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of age who is not a high school graduate

- fails to register the child in school
- fails to allow the child to attend school or receive home instruction in accordance with CONN. GEN. STAT. §10-184
- failure to take appropriate steps to ensure regular attendance at school if the child is registered

Note: Pre K students with excessive absences

- A referral to PPT should be made by the student's teacher to discuss the issue of attendance and its impact on learning.

Additionally the schools shall:

- Coordinate services with and referrals of students to community agencies providing child and family services
- Annually notify parents of children in grades kindergarten to eight of their obligation pursuant to section 10-184 (duties of parents)
- Annually obtain a telephone number or other means of contacting parents during the school day
- Create a system of monitoring individual unexcused absences of students in grade kindergarten to eight who fail to report to school on a regularly scheduled school day with no parental notification

Procedural Benchmarks and Truancy Interventions Chart

All interventions must be logged in the Attendance Support Register in PowerSchool by the person responsible for the action

| <u>Benchmark</u> | <u>Intervention</u> | <u>Person Responsible</u> |
|--|--|--|
| 2 Unexcused Absences | Email to Parents (Copy School Counselor) | Teacher |
| 4 Unexcused Absences | Parent Phone Call | Administrative Assistant/ Administrator Designee |
| 6 Unexcused Absences | Parent Conference: In-Person/ Phone/ TEAMS | Teacher |
| 8 Unexcused Absences | Certified Letter Mailed Home | Administrative Assistant/ Administrator Designee |
| 10 Unexcused Absences | SRBI Meeting | The SRBI Team will engage and coordinate services and supports with community agencies that provide child and family services. |
| 10 Unexcused Absences If parents do not respond to any of the previous attempts of communication. | Home Visit (Findings are reported back to the School Administrator and/or School Counselor to log in the Attendance Support Registry) | Home Visitor School Administrator/School Counselor |
| 15 Unexcused Absences | PPT Referral for Truancy Referral to Youth Services Bureau (requires parent consent) | Submitted by School Counselor |
| 20 Unexcused Absences | DCF Referral | Submitted by School Counselor |

Daily Attendance Procedures

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

1. Teachers will take attendance in PowerTeacher to enter absences and tardiness. If there are no absences, a teacher must still log into PowerTeacher and complete the steps of taking attendance.
2. Students who are tardy (10 minutes after the official start of school time) must first report to the administrative office to sign in and receive a pass for classroom entry. Teachers should not allow a student entry into the class without a late pass. Administrative office personnel will be responsible for changing absences to tardy in PowerSchool.
3. On the morning a student returns to school, it is expected that the student will bring a written note signed by a parent/guardian with the reason for the absence(s). Without a note, all absences will be considered unexcused absences. Upon approval by the school administrator, administrative office personnel will be responsible for changing unexcused absences to excused absences in PowerSchool.
4. At approximately 10:30 a.m. an automated phone message system will generate phone calls to notify parents that their child is not in school.
5. Each administrator may check the status of teachers who have not taken attendance utilizing the PowerTeacher attendance report.
6. If a teacher is absent from school, substitute teachers may take attendance utilizing the PowerTeacher Substitute Portal.

BULLYING POLICY

The Bridgeport Public Schools 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 and the Bridgeport Public Schools bullying prevention policy, the Bridgeport Public Schools expressly prohibits any form of bullying behavior:

- on school grounds
- at a school-sponsored or school-related activity, function or program, whether on or off school grounds
- at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education or through the use of an electronic device or an electronic mobile device owned, leased or used by the Bridgeport Public Schools

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with this Handbook on student discipline, suspension and expulsion and consistent with state and federal law.

For purposes of this policy, "**Bullying**" an act that is direct or indirect and severe, persistent or pervasive, which

- 1) causes physical or emotional harm to an individual,
- 2) places an individual in reasonable fear of physical or emotional harm, or
- 3) infringes on the rights or opportunities of an individual at school

Bullying shall include, but not be limited to:

1. A written, verbal or electronic communication
2. A physical act or gesture based on any actual or perceived differentiating characteristic, e.g. race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability
3. Association with an individual or group who has or is perceived to have one or more of such characteristics

For purposes of this policy, "**Cyber-bullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic device or any electronic communication.

Please refer to Series 5000 for full Bullying Policy.

HAZING POLICY

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

Statement of Policy/Definition

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

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

Responsibility of Coaches/Advisors

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

In the event that a coach becomes aware of any violations of this policy, he/she must immediately notify the Director of Athletics and/or the school administrator. Your failure or the failure of assistant coaches/advisors to ensure total compliance with this policy may result in conduct, up to and including termination. In addition, coaches/advisors should be aware that hazing in its various forms often constitutes violation of Connecticut Criminal Statutes on the basis that activities regarded as hazing constitute some form of assault and/or participation in other illegal activities. Knowingly allowing any such hazing activities to exist, and/or condoning such activities, may result in personal liability for criminal or civil sanctions.

Training

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

Reporting Procedures

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

School District Action

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

NETWORK/INTERNET/E-MAIL POLICY

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

Rules

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

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

Penalties for Inappropriate Use

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

SOCIAL MEDIA GUIDELINES

PURPOSE

The Bridgeport Board of Education understands the importance of teachers, students and parents engaging, collaborating, learning, and sharing on the Internet via “social media” through tools, such as Facebook, Twitter, Google Apps, blogs, and many other online resources that allow people to connect and share information. With this in mind, we have developed the following guidelines to provide direction for all students and the school community when participating in online social media activities. Participation in any social media should be done responsibly keeping in mind that both the location where one chooses to participate and the content one posts reflect on that person individually and on the district. Moreover, issues concerning the proper respect for the privacy of our students, staff and parents’ confidentiality of sensitive information and respect for copyrights and trademarks are all important to understand before participating in an online social environment.

It is important to keep in mind that information produced by the district, its schools, our faculty, staff, students and their parents is a reflection on the entire district community, the district's mission and the obligation to protect the children entrusted to us

If you have any doubts or concerns about how these guidelines apply to you or your situation, or how they might apply to some new form of social media in the future, please direct your questions and concerns to your teacher or school/district administrator (as appropriate) before you make use of such media.

STUDENT GUIDELINES

Due to the wealth of social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Also understand that as a BPS student you represent your school even when you are not posting to social media sites during class time, and that you should follow these guidelines anytime you post material that could identify you or your relationship to the school.

Below are guidelines students should adhere to when using social media tools in the classroom, or in any way related to classroom or school activities:

- o Be aware of what you post online - social media tools are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- o Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- o Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone other than your teachers and parents.
- o How you represent yourself online is an extension of yourself. Do not misrepresent

yourself.

- o If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.
- o Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

PARENT GUIDELINES

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. The district encourages parents to participate in such projects when appropriate, but requests that parents act responsibly and respectfully at all times, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

STUDENT/STAFF SEXUAL HARRASSMENT POLICY

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

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

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

Definitions

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

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

4. Sexual harassment, as set forth in Section II-A, may include but is not limited to the following:
 - a. Suggestive or obscene letters, notes, derogatory comments, slurs, jokes, epithets, spreading sexual rumors, obscene gestures, display of sexually suggestive objects, pictures, cartoons or graffiti
 - b. Unwelcome or unwanted sexually oriented verbal comments, suggestions, requests, physical contacts or attention
 - c. Coercive sexual behavior used to control, influence or threaten other students to participate in activities
 - d. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student
 - e. Students in predominantly male/female classes being subjected to sexual remarks

Complaint Procedures

1. Any employee, student or other individual within the school community who is the victim of sexual harassment by a student should promptly report the matter to a teacher, guidance counselor or administrator who will direct them to the designated Title IX Coordinator/Officer. The complainant will be requested to complete a complaint form.
2. If the complainant is a minor student, the Title IX Coordinator/Officer will assess whether the conduct constitutes the basis for a child abuse report and, if so, will follow District child abuse reporting procedures. The Title IX Coordinator/Officer shall conduct any necessary investigation and refer the alleged harasser to the administrator for further action, which may include referral to counseling or disciplinary procedures.
3. A substantiated charge against a student shall subject the student to disciplinary action including suspension or expulsion. As a general rule, verbal or written sexual harassment shall constitute a Type I Disciplinary offense and physical sexual harassment shall constitute a Type II or Type III Disciplinary offense, depending on severity of the misconduct. Repeated misconduct may constitute a Type III Disciplinary offense.
4. The Title IX Coordinator/Officer shall make a written report summarizing the results of any investigation and the action taken within fifteen (15) days and the complainant and the alleged harasser shall be advised of the outcome of any investigation and action taken.
5. If the complainant is not satisfied with the resolution, he or she shall file a written appeal to the Superintendent Designee, who shall review the Title IX Coordinator/Officer's written report and may conduct further investigation. The Chief Academic Officer or Designee shall determine if further action is warranted and shall file a report as to action

taken on the appeal. A copy of the report shall be provided to the complainant and the alleged harasser.

6. Any student who is the victim of sexual harassment by an employee or other individual doing business or volunteering in the Bridgeport Public schools should promptly report the matter to a teacher, guidance counselor, administrator or the Human Resources Office of the Bridgeport Public Schools. If the complainant is a minor student, the Executive Director of Human Resources will determine whether the conduct constitutes the basis for a child abuse report and, if so, will follow District child abuse reporting procedures. All such complaints shall be promptly investigated by the Executive Director of Human Resources or his/her designee and appropriate action taken. The complainant shall be advised of the outcome of the investigation and action taken by the administration.
7. If the complainant is not satisfied with the resolution, he or she may file a written appeal within ten (10) working days to the Superintendent of Schools who shall review the record of investigation and may conduct further investigation. The Superintendent shall prepare a report of investigation and recommend a decision to the Board of Education. In all cases, any retaliation against an individual making a complaint is prohibited.

UNIFORM POLICY

All students in grades PK-12 will wear mandatory uniforms every school day. Any student transferring into the Bridgeport School District from another school district during the course of the school year will be allowed a seven (7) day grace period during which students will not be disciplined for failing to wear the mandatory uniform. The mandatory school uniform includes:

- **Pants:** Dress or Docker style pants worn with a belt at the waist; specific colors of the uniform pants will be determined by the specific school.
- **Skirts, Jumpers or Skorts:** Should be knee level or longer. Blouses or polo shirts must be worn under the jumper.
- **Shorts:** Knee length or Docker style shorts must be worn with a belt.
- **Shirts:** Collared polo shirt or dress shirt (long or short sleeve). Additional colors, representative of the individual Bridgeport school students attend, will also be acceptable.
- **Sweatshirt/Sweaters:** Pullover, zippered or cardigan, in solid colors specific to the school, without patterns, hoods, decorations or wording. A vest or blazer in the color representative of the individual Bridgeport school will also be permitted.
- **Shoes/Sneakers:** Shoes are strongly recommended over sneakers. In addition to shoes, sneakers are permitted and appropriate every-day boots. Laces on shoes, sneakers or boots must be tied. **NO SANDALS, Flip FLOPS, SLIDES (i.e. Crocs) or SLIPPERS**
- **Physical Education Day Attire:** Students may wear sweat pants/shirts to school on scheduled physical education days. School-approved tee shirts and shorts are permitted.

School personnel should ensure that all students adhere to the School Uniform Policy. When a student fails to comply with the school uniform policy, the following discipline procedures will apply:

First Offense: Consultation with parent/guardian

Second Offense: Verbal warning and notification to parent/guardian

Third and Subsequent Offense: Attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. If the foregoing disciplinary measures do not achieve compliance with the uniform policy, the Administrator may impose stronger discipline, but may not impose an in or out-of-school suspension in compliance with Conn. Gen. Stat. §10-233c(g).

Please note that no student should be penalized for the inability to purchase appropriate uniform attire. If a student is unable to comply with the uniform

policy due to lack of resources, administrators should assist family in obtaining uniform wear.

Any school dress, jewelry or accessories which impairs safety or increases the risk of injury to self or others or causes discomfort to others, (i.e. un-cleanliness, obscene, offensive language, symbols, gang insignia) advertises or advocates the use of alcohol or drugs, pornographic, libelous is inherently likely to upset others is prohibited.

To ensure the security, safety and educational interests of the schools, the following **may not** be worn in school: coats designed for outdoor wear, halters or bare midriff, headwear, head/face coverings, transparent clothing, pants with visible undergarments or any non-prescription eyewear.

APPEAL PROCESS

It is the policy of the Bridgeport Public Schools that all students and/or parents shall have the right to appeal any problem arising within their status as students and parents and shall be encouraged to exercise this right without fear of recrimination. It is for this purpose that a parent appeal procedure is established. To ensure that any problem is corrected as soon as possible, time limits have been established to assure prompt attention to each problem. If the student/parent does not process his appeal within the set time limit, it shall be considered settled and no longer open to appeal.

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

Initiation

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

Procedure for Appeal

The procedure for initiation of a formal appeal will be:

Step 1- Administrator Conference

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

- An appeal shall be filed as soon as possible, but in no event longer than thirty (30) days after disclosure of the facts giving rise to the complaint.
- The administrator shall grant the conference within five (5) school days following receipt of the request.
- The request shall include a statement describing the complaint and naming the specific policy, rule or law believed to be violated.
- The administrator will state his position of the question in writing to the student/parent within five (5) school days following the conference.
- Only the parent/guardian or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the administrator.
- The student's program/placement shall remain unchanged pending the outcome of the appeal.

Step 2- Appeal to the Superintendent's Designee (Assistant Superintendent/Executive Director)

If the appeal is not resolved at Step 1, the student or parent/guardian may appeal the administrator decision in writing to the appropriate Assistant Superintendent/Executive Director or Designee. The appeal must be made within five (5) school days following receipt of the administrator position statement in Step 1. The Assistant Superintendent/Executive Director or Designee shall review the appeal within five (5) school days following receipt of the appeal. A written response shall be made to the student, parent/guardian and the administrator from the Assistant Superintendent/Executive Director or Designee within ten (10) school days following the Assistant Superintendent/Executive Director or Designee's review.

Step 3- Appeal to the Superintendent of Schools

If the appeal is not resolved at Step 2, the student or parent/guardian may appeal the Assistant Superintendent/Executive Director or Designee's decision in writing to the Superintendent of Schools. The appeal must be made within five (5) school days following receipt of the Assistant Superintendent/Executive Director or Designee's position statement on Step 2. The Superintendent or the designee shall review the grievance within five (5) school days following receipt of the appeal. A written response shall be made to the student, parent/guardian and the administrator from the Superintendent or his designee within ten (10) school days following the Superintendent's review.

Step 4- Appeal to the Board of Education

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

Expulsion

If school administration refers a matter for expulsion, appropriate notice of the expulsion process and hearing, as defined in 10-233d and 4-177 of the Connecticut General Statutes, must be given. Said notice shall be in writing and given to the parents or guardian of the pupil **at least five business days before the expulsion hearing** and include:

1. Information concerning the parent's or guardian's and the pupil's legal rights
2. Information stating that an attorney or other advocate may represent any pupil subject to expulsion proceedings and information concerning legal services that may be available free of charge or at a reduced rate that are available locally and how to access such services.

3. The right that the parent or guardian of the pupil has to have the expulsion hearing postponed for up to one week to allow time to obtain representation.
4. A statement of the time, place, and nature of the hearing, of the legal authority and jurisdiction under which the hearing is to be held, a reference to the particular sections of the statutes and regulations involved and a short and plain statement of the allegation leading to the expulsion hearing.

If a decision is made to expel a child, the school district shall immediately follow the State Department of Education's "Standards for Educational Opportunities for Students Who Have Been Expelled" in determining an adequate placement for the student during the period of expulsion which meets the requirements of C.G.S. §§10-74j, 10-74k and §10-233d as amended by Public Act 17-220, developing an individualized education plan and monitoring and reviewing said student placement.

ANNUAL NOTIFICATION OF PARENTAL RIGHTS RELATED TO SCHOOL RECORDS UNDER FERPA

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

1. The right to inspect and review the student's educational records within forty-five (45) calendar days of the day the school receives a request for access.
2. Parents or eligible students should submit to the school Administrator a written request that identifies the record(s) they wish to inspect. The administrator will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's educational records in cases wherein the parents/guardians or eligible students believe information is inaccurate, misleading or otherwise violates the student's privacy rights. This request should be made in writing to the school administrator and should clearly identify the information in question and specify the reason the information is inaccurate, misleading or otherwise violates the student's privacy rights.
4. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personal, identifiable information (PII) from the student's educational records except to the extent that FERPA authorizes disclosure without consent.

Note: One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school Board. A school official may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as: an attorney, auditor,

medical consultant or therapist. A parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee, or a parent, student or other volunteer 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 school discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC20202-4605**

FERPA permits the disclosure of PII from students' educational records without consent of the parent/guardian or eligible student if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the parent/guardian or eligible student, §99.32 of the FERPA regulations, requires the school to record the disclosure. Parent/guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the educational records of a student without obtaining prior written consent of the parent/guardian or the eligible student:

- To other school officials including teachers within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes: contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system or institution of post-secondary education where the student seeks or intends to enroll or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education or state and local educational authorities, such as the state educational agency in the

parent/guardian or eligible student's state (SEA). Disclosures under this provision may be made subject to the requirements of §99.35, in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of the school, in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Developmentally Age Appropriate Conduct

Bridgeport Public Schools recognizes that students of different grades and ages are at different developmental levels, thus their behavior will vary and may call for different responses.

The State Department of Education indicates that the age, grade level and developmental stage of a student may be an important mitigating factor in cases involving very young students who may not have the developmental maturity to be effective social problem solvers. In other cases, culture and communication factors must be considered when interpreting behavior, especially in cases involving complex and ambiguous social situations that can be interpreted differently depending upon one's own racial, ethnic, language and cultural identity. In still other instances, related factors such as a history of collaborative partnerships with parents, prior attempts to decrease inappropriate or dangerous behaviors and any special learning, emotional and behavioral needs must also be considered.

In determining the appropriate level of interventions and consequences in addition to mitigating circumstances, school officials should consider the grade, age, and developmental level of the student. This approach may result in a less severe intervention and consequence for a lower grade or younger student as compared to a higher grade or older student.

TYPE I/MINOR DISCIPLINARY OFFENSES

Type I/Minor disciplinary offenses are the least serious of the three categories of offenses described in the Student Code of Conduct. Generally speaking, these offenses are not the malicious or dangerous types of behavior deserving punishment by harsher measures. Intent is the factor which distinguishes these offenses from the more serious offenses treated as Type II or Type III. To determine the category in which to place the offense, the staff member will have to evaluate the student's intent.

Schools are often the first to identify students who are experiencing social, emotional, behavioral or family problems which negatively impact their learning process; when such needs are identified, school staff can make referrals for support services.

The SRBI Team consisting of administrators and support staff, will meet and review the student's situation before making a referral. In many instances, the school-based team will meet with the parent/guardian at school to describe the services that are available and attempt to engage the parents in a voluntary case plan.

A more complete description of each of the Type I/Minor disciplinary offenses is presented below:

1. Engaging in Pranks which do not Endanger Persons or Property

A prank is usually a practical joke or mischievous trick designed to embarrass another person, but normally not intended to endanger persons or property. Some discretion will be needed in evaluating behavior to determine if it was a prank or intended to intentionally cause harm. If a student merely intended to embarrass others, the behavior is best classified as a Type I/Minor Disciplinary Offense.

2. Throwing Food or Other Objects

Similar to pranks discussed in number one (1) above, this offense is classified as Type I/Minor because normally students do not intend personal injury or property damage when they throw food or other objects. Nonetheless, the throwing of any object is behavior that is sufficiently dangerous by its very nature to warrant some staff response whenever it happens. Besides food, the throwing of the following objects are examples of behavior which may be punished under this section: snow, ice, spitballs, rubber bands, tools, rocks, bottles, cans, cosmetics, pencils, pens or books. Of course there are many instances where the throwing of an object would be treated as Type II or Type III disciplinary offenses. For example, if a student were to throw a knife or an explosive, that would be a Type III offense. Likewise, if a student threw an object with intent to cause serious injury to another person or for the purpose of

coercing or extorting from another person, that would be a Type III offense.

3. Disrupting Class, Including but Not Limited to Electronic Devices

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

4. Using a Cellular Phone or Mobile Device While in School or while Attending any School-Sponsored Function On or Off School Property

Students shall not use a mobile device or a cellular phone, e.g. Smartphone or Tablet during school hours for non-academic purposes. If students are found using such devices, the administrator can confiscate and return the device at the end of the day and warn that repeated offenses will result in the device being confiscated for a month's time.

5. Leaving a Classroom Without Permission

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

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

6. Refusing to Identify Oneself to School Personnel

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

7. Turning off Corridor, Classroom or Stairwell Lights

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

8. Improper Use of School Entrance and Exit Doors

All school doors are to be locked from the outside and only designated door(s) will be used to enter and exit the school building. All visitors desiring to enter the school building shall enter through the designated door(s). It shall be considered a disciplinary offense for students to open any designated school door(s) from the inside to unauthorized visitors or students. Further, it shall be considered a disciplinary offense for students to enter or leave the school building through any door other than the designated official school entrance. Students coming to school late must enter through the designated door. Students authorized to leave the school building prior to dismissal must be signed out and exit through the designated door.

9. Entering or Remaining in a Classroom, in a School Building, or on the Grounds Without an Authorized Purpose

School staff should be active in preventing students from entering unauthorized areas of the building and grounds. If students are found in an unauthorized area they should be asked to leave. If they refuse to comply with a valid and reasonable request to leave the unauthorized area, then disciplinary action under this section would be appropriate.

10. Blocking or Interfering the Flow of Traffic in Corridors

Students would violate this section if they blocked or otherwise interfered with the flow of other students or staff through the corridors. Obviously, there is a certain behavior in the corridors which, while it could be said to interfere slightly with the smooth flow of traffic, does not significantly disrupt the activities of the school to warrant punishment under the Student Code of Conduct; however, whenever students materially interfere with or disrupt the movement of persons through the corridors before school, between classes or after school in such a way as to have an impact on the educational process of the school, then that would be a violation of this section, e.g. if a student interfered with the flow of traffic in the corridor in such a manner that other students were tardy for their next class. Examples of behavior in this category would be: pushing, tripping, littering or participating in disruptive sit-downs, walkouts or boycotts.

11. Displaying Inappropriate Affection

Students have the responsibility to conduct themselves in a responsible, mature manner in school and around campus. Under this section, any inappropriate display of affection that interferes with the promotion of an educational climate, free from interference and interruptions, will be addressed with a warning to students and notice to the parent/guardian. The warning to the student may be verbal, but the notice to the parent/guardian must be in writing.

12. Violation of the Uniform Policy

Students in grades PK-12 are required to follow the "Mandatory School Uniform Policy." Students dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law. Further, where religious practices or beliefs or health needs of the student conflict with the above, the school will provide reasonable accommodations upon written request to the administrator.

TYPE I/MINOR Consequences & Interventions

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

Please note that consequences paired with **meaningful instruction and guidance** (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community.

It is also important to point out that penalties described in this section may not be exceeded by an administrator in the event of a Type I/Minor offense. However, it should be evident that the administrator still has considerable discretion in addressing Type I/Minor offenses. Progressive discipline should be considered to ensure the penalty fits the code violation. The administrator may impose one or several of the penalties listed below:

- **Student-teacher conference**

This is an opportunity for the teacher to reinforce appropriate classroom behavior and to discuss follow up actions if the behavior continues.

- **Students May Be Removed from Class if the Offense Took Place During the Class**

The provisions of the removal from class are discussed in greater detail in the Procedural Safeguards section of this Student Code of Conduct; however, several of the limitations imposed by state law will be touched upon here. First, state law provides that students may be removed from class only when they “deliberately cause a serious disruption of the educational process within the classroom.” Accordingly, staff members should be aware that this is an appropriate response to a Type I/Minor disciplinary offense only when the student has caused a serious disruption of the classroom. For example, it is difficult to imagine how reckless driving on school property could justify removal from class; however, throwing food or other objects or turning off classroom lights might be considered offenses where removal would be appropriate. Second, it is important to know what state law limits the duration of such a removal to “all or part of a single class...” Therefore, *state law provides that removal from class for more than 90 minutes is considered a suspension and must be documented in PowerSchool.*

- **The Administrator May Warn Students and Send a Notice to the Parents**

A Type I/Minor disciplinary offense should result in a warning to students and notice to the parent/guardian. The warning to students may be

verbal, but the notice to the parents should be in writing. The administrator should make a record of the disciplinary offense and should retain a copy of the notice that was sent to the parents.

- **The Administrator May Deprive Students of School Privileges for a Period not to Exceed Three School Days**

This is an optional response to a Type I/Minor disciplinary offense which will be imposed at the discretion of the administrator. For the purposes of this section, school privileges will be defined as those aspects of school life which do not involve bus transportation, cafeteria meals or courses taken for academic credit. Examples of such privileges might be: extracurricular activities, interscholastic or intramural athletics, school dances and recreational movies. Before this penalty is imposed, the student must be provided with opportunities to correct his or her behavior through the use of the PBIS continuum of interventions. If the behavior continues, students must be informed of the reasons for the administrative action and given an opportunity to explain the situation. Any acknowledgments, tangibles or other rewards previously earned by the student cannot be taken back by the administrator/staff members.

- **The Administrator May Recommend Students for Counseling**

Administrators should actively seek parental and student permission to refer for counseling. While an administrator should not secure such permission through threats of imposing harsher penalties, a student and parent may respond favorably to the option of participating in counseling rather than losing school privileges.

- **The Administrator May Assign Students to Detention-** Detention is an intervention used in schools where students are required to spend extra time in school. A detention usually takes place during a period after the end of the school day or before school begins. However, other times may also be used such as before the school day, weekend (traditionally known as Saturday school or Saturday detention), special activities and breaks in the school day, such as lunch or homeroom.

- For cell phone and mobile device use, the Administrator can confiscate and return the device at the end of the day and warn that repeated offenses will result in the device being confiscated for one month's time.
- Individual schools may utilize additional consequences based on their PBIS implementation process.

TYPE II/MAJOR DISCIPLINARY OFFENSES

Type II/Major disciplinary offenses are considered more serious, malicious or dangerous than Type I/Minor offenses. These types of behavior result in more intensive interventions. A more complete description of each of the Type II disciplinary offenses are presented below:

1. Cheating and Plagiarism

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

2. Fighting

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

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

This offense is often called "insubordination." For the purpose of the Student Code of Conduct, it is defined as deliberate defiance or repeated refusal to comply with reasonable requests of school administrators, teachers or other personnel. Examples of such reasonable requests are: to disperse, identify one-self, be seated, be quiet or report to assigned areas or rooms for disciplinary or educational purposes. No student shall be guilty of this offense for refusing to comply with a request of a school official which is not connected with the staff member's official responsibility. However, whenever students refuse to comply with a reasonable and valid request in a staff member's official capacity, students will be guilty of violating this section.

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

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

5. Forcing other Persons to Engage in Conduct in which They Have a Legal Right to Refuse to Participate

Students violate this section when they compel or induce other persons to engage in conduct from which the latter has a legal right to abstain and

when they compel or induce those persons to abstain from engaging in conduct in which they have a legal right to engage. Accordingly, this section not only prohibits students from forcing another to participate in an activity, but also prohibits students from blocking or forcing another student to forgo activity that is otherwise lawful. An example of the former might be a student who forces another student to provide answers to an exam. An example of the latter might be a student who forces another student not to participate in a particular activity so that the first student has a better chance to make a team or otherwise succeed.

6. Directing Profane, Vulgar or Disrespectful Language at School Staff Members or Other Students

Although the Student Code of Conduct provides adequate response to students' behavior that is disruptive, Bridgeport Public Schools believe it is essential that students are not permitted to insult and degrade staff members and therefore prohibit profane and abusive language directed at staff members.

7. Disrupting the Educational Process in an Area Other than a Classroom

Students violate this section when they disrupt the educational process in an area other than a classroom, for example: engaging in disruptive behavior in a corridor which disrupts the learning atmosphere in several classrooms. Other areas would be a school auditorium where several classes may have gathered for an educational program or a school library where many students may be reading or studying. Since violations of the section disrupt the learning of more students than would be affected by disruption of a classroom, the possible penalties are more severe.

8. Harassing Conduct, Written or Verbal Conduct, Directed at a Person Because of His/hers Sex, Race, Ethnicity or Sexual Preference

Students violate this section where their behavior is intimidating, hostile, demeaning or offensive. If the harassment includes threats of violence, it would be flagrant and aggravated and disciplinary action would need to reflect severity; that also includes harassment using an electronic device.

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

Students violate this section whenever they damage, deface or take possession of school property or the property of others, without the permission of the owner or person in legal custody of that property. This section also prohibits the taking of school property or the property of others through embezzlement or under false pretenses.

10. Vandalism:

a. By Minors

The parents/guardians of minor/un-emancipated children, who willfully cut, deface or otherwise injure in any way, any real or personal property

belonging to the school district, will be held liable for all such damages up to the maximum amount allowed by state law. The liability provided under Connecticut General Statutes 52-572 does not relieve the minor of personal liability for such damage or injury or relieve the parents/guardians for damages done by minor child and is in addition to any other liability which exists in law. The parents/guardians of minor children will also be held liable for all property belonging to the school system lent to the minor and not returned upon demand of the school district. The minor may also be subject to disciplinary action.

b. By Adult Student

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

11. Violating Emergency Evacuation Regulations

Students violate this section whenever they breach emergency evacuation regulations by talking, pushing, shoving, tripping, blocking doors or corridor lanes, committing acts interfering with the evacuation and smooth flow of traffic or create a substantial rush of panic by preventing others from hearing evacuation orders during a fire, air raid or other emergency drill. Satisfactory evacuation procedures are essential to the safety of every student in the schools.

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

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

13. Being Found with Any Type of Paraphernalia Normally Associated with the Use of Drugs, e.g. Tobacco Rolling Papers, Bongs, Clips, Pipes and Needles

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

14. Leaving School Building or Grounds Without Permission

This section has the same concerns as Type I/Minor, # 5- Leaving a Classroom without Permission. In leaving the school building or grounds without permission, students place themselves in danger, as well as increasing the opportunity for destruction of school and personal property.

15. Engaging in Inappropriate Sexual Behavior

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

16. Smoking or Vaping on School Grounds/School Buses

State law prohibits lighting or carrying a lighted cigarette, cigar, pipe or similar item in any school area including school grounds. The Student Handbook reinforces state law by prohibiting students from smoking in any area in the school or on school grounds. State law and the Student Code of Conduct also prohibit smoking during traveling on a school bus. It is the policy of the Bridgeport Public Schools that there is no smoking, use or possession of tobacco in any form, anywhere in school buildings, on school grounds or at school-sponsored activities. Violations for this Type II/Major offense also occur whenever students possess matches, lighters or other items that promote combustion that are of no reasonable use to students at school.

As noted in the Student Handbook, the term "possessing" is defined as holding, carrying or storing a prohibited object or substance on or in students' body, clothing, hat, purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen or pencil or in any way or manner whatsoever holding, carrying or storing a prohibited object or substance.

FOR TYPE II/MAJOR Consequences & Interventions

The Student Code of Conduct describes a series of penalties that may be imposed for committing Type II/Major offenses. It cannot be emphasized enough that the penalties in this section, such as removal from class and suspension, require certain procedural safeguards, previously described. Penalties may not be imposed unless those procedural safeguards have been provided to the student. The one exception is in emergency situations discussed later in the Code of Conduct.

Please note that consequences paired with **meaningful instruction and guidance** (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community.

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

- **The Student Maybe Removed from Class if the Offense Took place During Class**
See discussion above regarding penalties for Type I/Minor disciplinary offense and the section on Procedural Safeguards.
- **The Administrator Will Request a Conference with the Student and Parent/Guardian**
Under the Student Code of Conduct, an administrator is required to request a parental conference with the student present whenever the student commits a Type II/Major offense. This conference need not precede or replace other penalties which may be imposed for Type II offenses. The purpose of this conference is to de-escalate the situation and provide the student with an opportunity to explain the situation from their point of view. The administrator should do what is reasonable to schedule the conference at a time and place that are convenient to the student and parent/guardian.
- **The Student Will Repair, Restore or Provide Restitution for Any Damaged or Stolen Property**
Restorative justice principles involve those who have a stake in a specific offense in collectively identifying and addressing the harm done and the needs and obligations of all involved in order to heal and correct the situation as fully as possible. Bridgeport Public Schools encourages administration and administrators to adopt and implement restorative justice philosophies and practices as additional tools to address student misconduct.

Note: Students must learn the consequences of their behavior. A good vehicle for reinforcing that responsibility is to require that students do whatever is necessary so that the loss occasioned by their theft or damage is as minimal as possible. For example, when in the course of committing a Type II/Major disciplinary offense, a student damages or steals school property or the property of another, the administrator is required to establish procedures so that the property is repaired or restored or restitution is provided for the property. The issue of whether the student should restore or provide restitution for stolen or damaged property is one that will have to be worked out between the student and the administrator. The student and administrator should also work out a timetable for accomplishing the repair or restitution.

Refer to Appendix B for further clarification regarding the goals of Restorative Practices.

- **The administrator may assign in-school suspension**
The administrator will determine the length of time to be served.
- **The Administrator May Deprive the Student of School Privileges Not to Exceed Five School Days**
Whereas a Type I/Minor offense may warrant a three-day privilege deprivation, a Type II/Major offense could warrant a five-day privilege deprivation. Before this penalty may be imposed, students must be informed of the reasons for the action and given an opportunity to explain the situation.
- **The Administrator May Require the Student to Serve Detention**
Detention may be imposed at the discretion of the administrator provided the charges are stated to students and students are given an opportunity to explain the situation. If detention is unlikely to have any substantial impact on the students' behavior or is disadvantageous for other reasons, such as dependence on school transportation, then the administrator may decline to impose detention. However, rather than foregoing detention simply because a student plays a sport or has a job after school, the administrator may consider requiring the student to report to school before the beginning of the school day.
- **The Administrator May Recommend Students for Outside Community Counseling**
Administrators should actively encourage parents to seek counseling for their child within the community as a student may respond favorably to counseling.
- **The Administrator May Refer the Student to School Security Staff, and/or Law Enforcement**

When, in the opinion of the administrator the student has committed a criminal act, the administrator may consider referring the student to law enforcement or school security personnel, first looking to divert students to needed support and services and only refer to law enforcement in the most severe cases.

- **The Administrator May Suspend the Student Out of School or, in the Event of Repeated, Aggravated or Flagrant Offenses, May Refer the Student for Expulsion**

Under the Student Handbook, suspension is an optional penalty for Type II disciplinary offenses and may be imposed if the administrator determines that the behavior was an endangerment to persons or property or was a serious disruption to the educational process and if all procedural safeguards have been observed, in accordance with Connecticut General Statutes 10-233 (g):

Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (a) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (b) efforts by the administration to address such disciplinary problems through means other than out-of school suspension or expulsion, including positive behavioral support strategies.

For repeated, aggravated or flagrant Type II disciplinary offenses, the administrator has the additional option of referring students for expulsion. This referral may be made within the sole discretion of the administrator as long as all procedural safeguards are observed. The procedural safeguards for an expulsion are more elaborate than those for suspension. For example: students are entitled to written notice of the charges, a formal hearing before the Bridgeport Board of Education or its Hearing Officer, where students have the right to question live witnesses and receive a written decision within 10 days of the hearing. A referral for expulsion will be made only with the concurrence of the Superintendent or his/her designee. The full details of the suspension procedures are discussed previously in this Student Code of Conduct.

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

TYPE III/DISTRICT DISCIPLINARY OFFENSES

Type III/District disciplinary offenses are the most serious of the three categories of offenses described in the Student Handbook. These offenses are of a malicious or dangerous nature and subject to the most intensive measures. Students who commit a Type III offense may be subject to ten (10) days of Out-of-School Suspension. Please refer to the Restorative Practice section (Appendix C). A more complete description of each of the Type III disciplinary offenses is listed below:

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

Students are in violation of this section whenever they intentionally set off a false alarm or falsely report or warn of fire, explosion, crime or other emergency that could require closing or evacuation of the school for any period of time. It is not necessary that such closing or evacuation actually occur.

2. **Possession of any Controlled Substance Without the Intent to Sell**

Any unauthorized possession of a controlled substance, illegal drug or alcohol is covered under this infraction. Possession alone is a Type III offense and may be subject to expulsion. Administrators may also consider a referral to the Juvenile Review Board (JRB) as a diversionary intervention.

3. **Hazing**

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

See Hazing Policy

Note: Out-of-School suspension pertains to grades 3-12 only

**TYPE III/ DISTRICT DISCIPLINARY
OFFENSES
Consequences & Interventions**

In all Type III offenses the administrator will convene a meeting with the SRBI team to assess the student's developmental age and determine appropriate consequences. If the student is deemed not capable of understanding his/her actions and ramifications, the administration will recommend a developmentally appropriate consequence (please refer to the developmentally appropriate section). For students receiving specialized instruction or suspected of needing specialized instruction, a PPT or Manifestation Determination Hearing must be held. For more information on this topic, go to: <http://www.sde.ct.gov/sde/lib/sde/pdf/publications/edguide/anoteonmanifestationdetermination.pdf>.

The following are Type III consequences:

- The student may receive ten (10) days of out-of-school suspension.
- The student may be required to repair, restore, or provide restitution for damaged or stolen property.
- The student will be referred to appropriate social service agency when drugs and/or alcohol are involved.

TYPE IV/MAJOR OFFENSES

Type IV/MAJOR disciplinary offenses are the most serious of the four categories of offenses described in the Student Handbook. These offenses are of a malicious or dangerous nature and subject to the most intensive measures. Students who commit a Type IV offense will be subject to ten (10) days of Out-of-School Suspension and may be referred for Expulsion. Please refer to the Restorative Practices section (Appendix C). A more complete description of each of the Type IV disciplinary offenses is listed below:

1. Sexual Assault on Another Person

Sexual assault is an assault of a sexual nature on another person or any sexual act committed without consent. Refer to Connecticut state statute sec. 53a-70, 53a-71, 52a-72a, and 53a-73a.

See Student/Staff Sexual Harassment Policy.

2. Using Threats or Force to Make Other Persons Give Up Money or Property They Have a Right to Possess

This is commonly known as extortion. State law defines extortion as “obtaining property through coercion or by means of instilling fear that if property is not delivered, the person will cause physical, property or reputational damage.” Connecticut General Statutes § 10-233d.

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

Students are in violation whenever actual force is used to steal school property or the property of others. There may be some situations, particularly in the elementary and middle schools, where the administrators, at their discretion, may decide that the offense does not rise to the level of a Type III offense.

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

Students are in violation of this section when they commit an act of arson. Intent is a critical element in proving this offense; however, if based on the preponderance of evidence, school officials conclude that a fire or explosion was caused with the intent to destroy or damage the building, school or personal property, students may be penalized under this section.

5. Intentionally Causing Serious Injury or Physical Assault to Another Person

Serious injury is defined as an injury that requires the injured person to miss one or more days of school or causes a temporary or permanent impairment of one or more major life functions. Physical assault is defined as having intentional physical contact with another person without consent and causing personal injury by any show of force.

6. Threatening or Assaulting a Staff Member

Students are in violation of this section whenever they: threaten to intentionally place or attempt to place a staff member in fear of property damage, in fear of personal injury by any show of force or have physical contact with a staff member with intent to cause harm.

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

Violent conduct would include rioting or engaging in fighting or other tumultuous or threatening behavior in the school. Behavior of this nature would be considered reckless if it is likely to cause physical injury or substantial property damage even though the student may not specifically intend to cause physical injury or substantial property damage.

8. Possession of any Controlled Substance With the Intent to Sell

Any unauthorized possession of a controlled substance, illegal drug or alcohol is covered under this infraction. Possession alone is a Type III offense and may be subject to expulsion. Administrators may also consider a referral to the Juvenile Review Board (JRB) as a diversionary intervention.

9. Possessing any Firearm, Knife, Explosive or Other Dangerous Object

Any weapon or dangerous instrument found in a student's possession or brought onto the school's premises, on school buses, at any school-sponsored activity, on or off school premises, will result in an automatic ten (10) day suspension and mandatory referral for expulsion.

In all Type IV offenses the administrator will convene a meeting with the SRBI team to assess the student's developmental age and determine appropriate consequences. If the student is deemed not capable of understanding his/her actions and ramifications, the administration will recommend a developmentally appropriate consequence (please refer to the developmentally appropriate section). For students receiving specialized instruction or suspected of needing specialized instruction, a PPT or Manifestation Determination Hearing must be held. For more information on this topic, go

to: <http://www.sde.ct.gov/sde/lib/sde/pdf/publications/edguide/anoteonmanifestationdetermination.pdf>.

The following are Type IV consequences:

- The student may receive ten (10) days of out-of-school suspension.
- The student may be required to repair, restore, or provide restitution for damaged or stolen property.
- The student will be referred by the administrator for expulsion (grades 3-12 only). The student will be referred for expulsion and may be reassigned to a different school if the student threatens/assaults a staff member.
- The student will be referred to appropriate social service agency when drugs and/or alcohol are involved.

PROCEDURES FOR EXPULSION

A student may be expelled only after a hearing before the Board of Education or its Hearing Officer. The Superintendent or his/her designee must concur in any referral for expulsion. A student may be excluded from school pending the hearing provided the procedures for a suspension have been followed. However, in accordance with Connecticut General Statutes, such a suspension may last no more than ten (10) school days.

The Student Handbook establishes that the Board of Education or its Hearing Officer will conduct an expulsion hearing within ten (10) days after receiving the referral for expulsion. If this schedule is followed, there should rarely be a case where a student who has been suspended pending an expulsion hearing may return to the school before the expulsion hearing is held.

For more on the expulsion process, go to: www.jud.state.ct.us/lawlib/law/school.htm. Refer to Sec.10-233d

DRUG OFFENSES AND WEAPONS

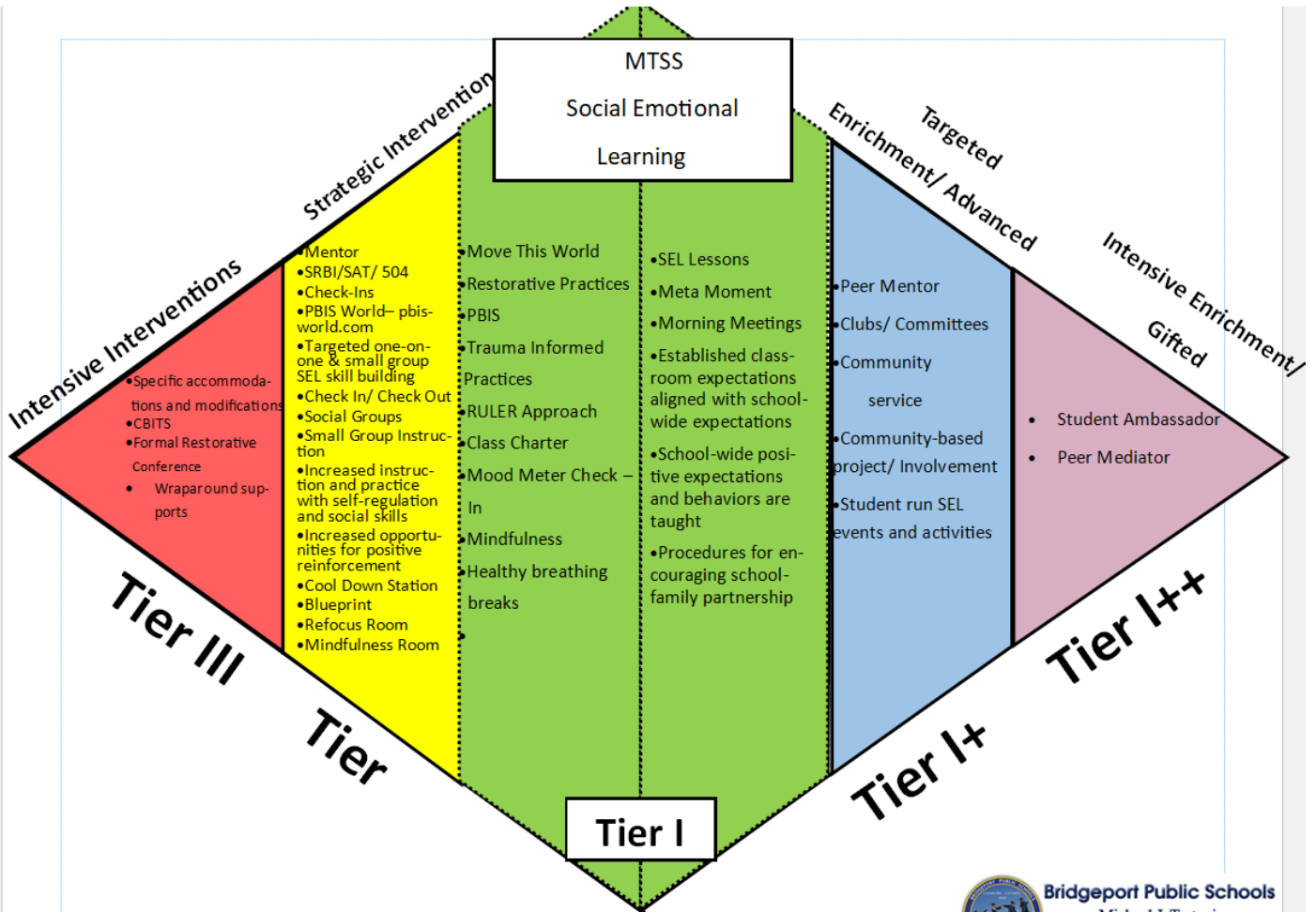
Pursuant to Connecticut General Statutes, a student who is in possession of a firearm on school grounds or who uses a dangerous or deadly weapon in the commission of a crime, or offer for sale or distribution, illegal drugs on or off school grounds, is subject to a mandatory referral for expulsion. The Board of Education or Hearing Officer may modify the length of the expulsion on a case by case basis.

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

RECORD KEEPING

It is important that adequate records be maintained in PowerSchool regarding **all** office referrals, including warnings.

APPENDIX A – Multi-tiered System of Support- SEL



APPENDIX B – RESTORATIVE PRACTICES (Continuum and 11 Essential Elements)

Restorative Practices: consists of methods and interventions that work to prevent harm and conflict by creating a sense of belonging, safety & social responsibility within the school community based on a philosophy intended to shift discipline responses and school environments from punitive to restorative. This is accomplished by building strong relationships and when wrongdoing or conflict arises, focusing not on rules broken, but rather on the harms done. The goal is to provide appropriate restorative consequences that are necessary to repair harm caused and prevent future harm. This will support strong relationships among all school community members.



11 Essential Elements

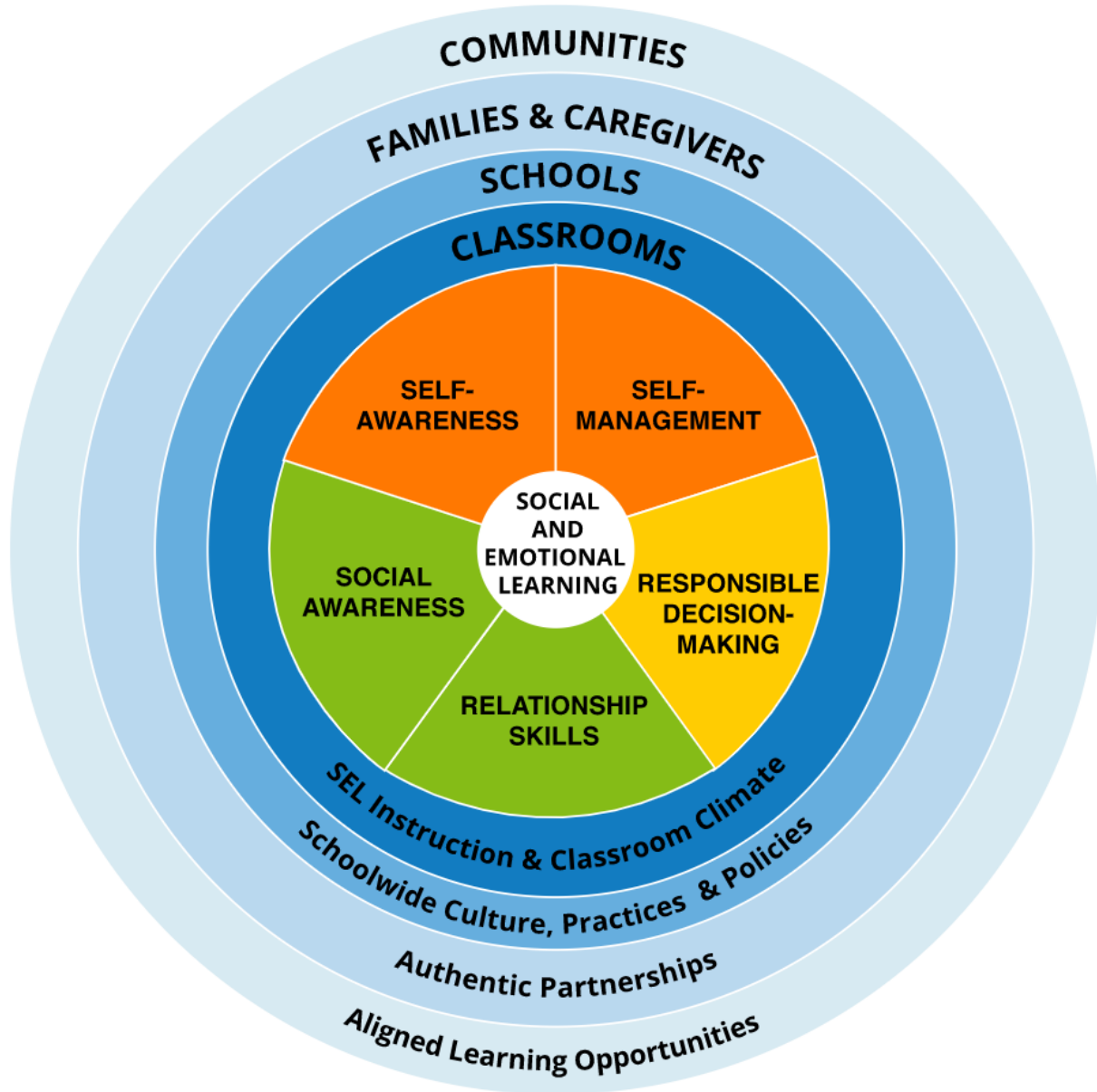
| Element | Scope of Proficiency |
|---|----------------------|
| 1. Affective Statements | School-wide |
| 2. Restorative Questions | School-wide |
| 3. Small Impromptu Conference | School-wide |
| 4. Proactive Circles | Broad-based |
| 5. Responsive Circles | Broad-based |
| 6. Restorative Conferences | Targeted |
| 7. Fair Process | School-wide |
| 8. Reintegrative Management of Shame | School-wide |
| 9. Restorative Staff Community | School-wide |
| 10. Restorative Approach with Families | Broad-based |
| 11. Fundamental Hypothesis Understandings | School-wide |

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school's staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

- » School-wide includes all staff who interact with children.
- » Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
- » Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The CASEL 5 addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills,



and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.

APPENDIX B continued – The RULER Approach

The RULER Approach: is an evidence-based approach for integrating social and emotional learning into schools by enhancing emotional intelligence in students and adults. RULER teaches the following five skills of emotional intelligence:

- Recognizing emotions in oneself and others
- Understanding the causes and consequences of emotions
- Labeling emotions with a nuanced vocabulary
- Expressing emotions in accordance with cultural norms and social context
- Regulating emotions with helpful strategies

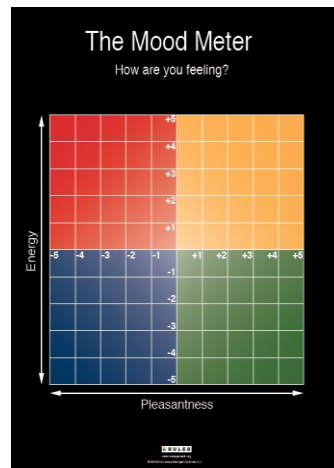
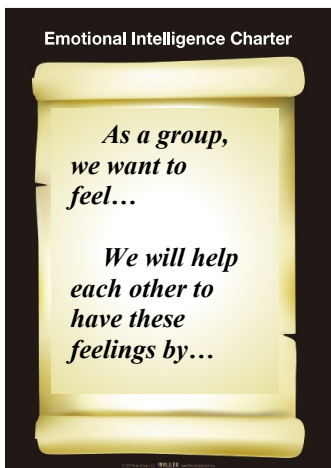
Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond. To build emotional intelligence, the RULER Approach uses a feeling words curriculum and the following four anchor tools:

Charter
Build positive climate

Mood Meter
Increase self and social awareness

Meta-Moment
Manage response when triggered

Blueprint
Perspective taking



META-MOMENT

- 1 SENSE**
Notice a change in your body or mind.
- 2 PAUSE**
Wait to respond. Breathe to think more clearly.
- 3 SEE YOUR BEST SELF**
Imagine your best self in the situation.
- 4 STRATEGIZE & ACT**
Think of a strategy and try it out.

BLUEPRINT CONFERENCE
Use the Blueprint Reflection questions to reflect on a conflict from both perspectives. Then hold a Blueprint Conference to work to restore the relationship.

STEP 1: THE PRE-CONFERENCE

- 1.1 Decide to hold a conference.** Use or more participants meet to hold a conference. This may be suggested by a teacher, colleague, or friend who identifies the conflict. Alternatively, the participants can select a trusted facilitator.
- 1.2 Is a conference the best solution?** Ensure that parties in conflict are already in an emotional connection, the conflict is not caused by violence, an appropriate amount of time has passed, and both parties are on board.
- 1.3 Hold pre-conferences.** Meet with each party separately to complete a Blueprint Reflection, which will allow them to prepare for the conference. The facilitator can also meet with each party to ensure they are ready to participate.
- 1.4 Plan the logistics.** Choose a location and time that works for everyone for the conference to take place. Ensure the location is a neutral, private space and allow enough time for each participant to share their feelings.

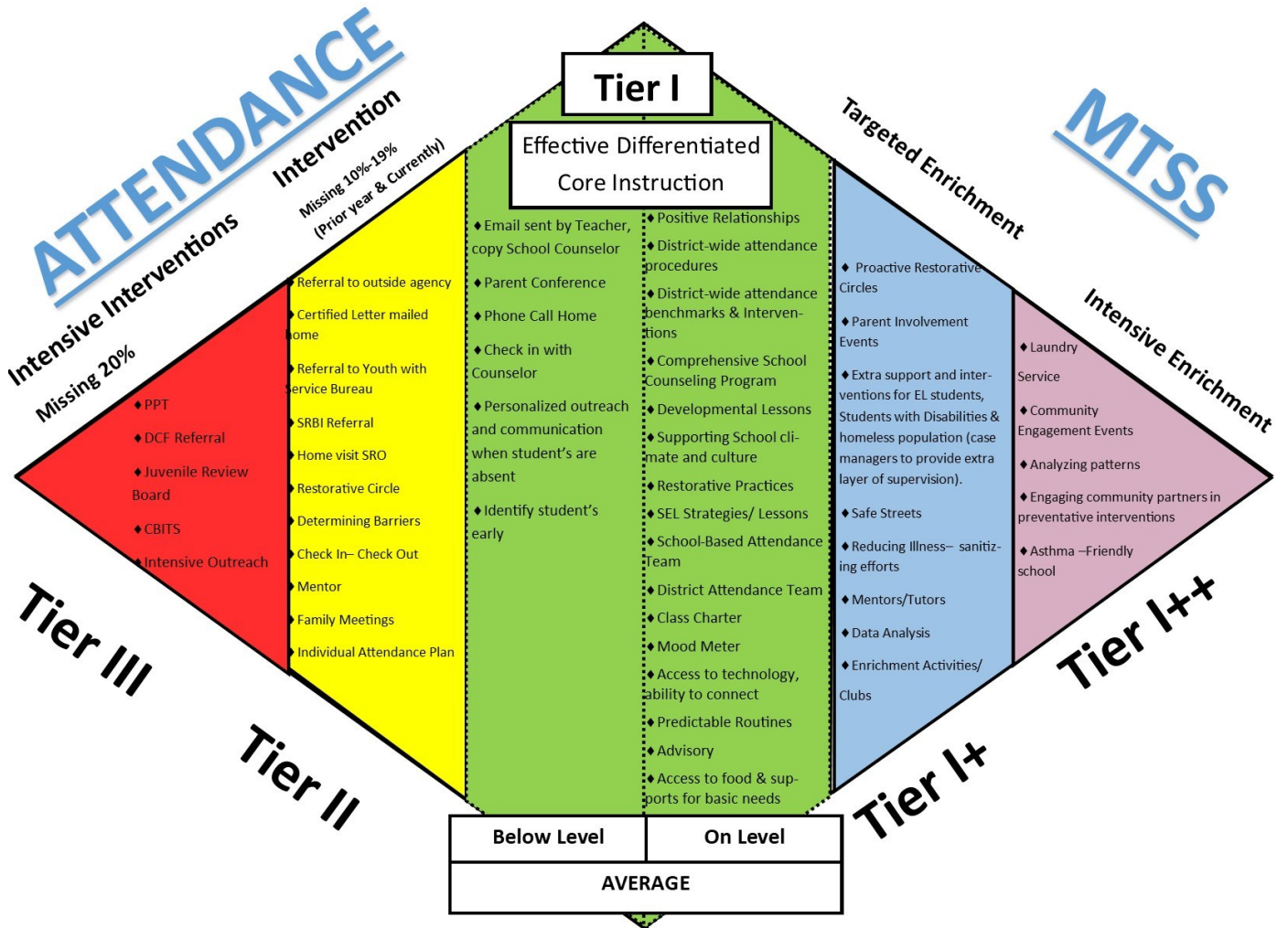
STEP 2: THE BLUEPRINT CONFERENCE

- 2.1 Introduce the conference.** Arrange chairs so that all participants are facing forward and can see each other. Start the conference by reiterating the intention of the process, and that the goal is to repair the relationship.
- 2.2 Choose a talking piece to use.** Choose an object with significance that can be passed around to indicate the speaker. Ensure that only the person holding the talking piece speaks at one time, they pass it along.
- 2.3 Facilitate the conference.** Ask one person to begin. If there was a clear victim or harmed party in the conflict, it may be appropriate to start with this person. Then, use participants to answer each of the Blueprint questions in order.
- 2.4 Be an emotion scientist.** Pay close attention to the emotion cues of all parties. Watch, observe, and listen carefully for shifts in your behavior or use a regulatory strategy.
- 2.5 Ensure each party speaks for one's self.** Ensure that everyone is answering questions only for themselves, rather than assigning feelings to another. If participants are stuck in an unhelpful question, ask them if they'd like to take a break and re-engage.
- 2.6 Prompt participants to stay on task.** Ask follow-up questions encouraging participants to address the Blueprint Reflection questions, at the end of the conference, help to facilitate plans for moving forward and agreeing upon solutions.

STEP 3: POST-CONFERENCE

- 3.1 Follow up with participants about the commitments they have made.** Based on the commitments agreed upon in the conference, check in with each party separately. Ask them how they are feeling about the relationship since the conference and if there have been steps toward repair.

APPENDIX C- SAMPLE: MULTI-TIERED SYSTEM OF SUPPORT- ATTENDANCE



APPENDIX D– DISCIPLINARY OFFENSES AND PENALTIES CHARTS

| Type I/Minor Behaviors | Continuum of Consequences | Range of Possible Support Interventions to be Integrated |
|---|---|---|
| <ol style="list-style-type: none"> 1. Engaging in pranks which do not endanger persons or property 2. Throwing food or objects 3. Disrupting class, including but not limited to electronic devices 4. Using a cellular phone or mobile device while in school or while attending any school-sponsored function on or off school property. 5. Leaving a classroom without permission 6. Refusing to identify oneself to school personnel 7. Turning off corridor, classroom or stairwell lights 8. Improper use of school entrance and exit doors 9. Entering or remaining in a classroom, in a school building or on the grounds without an authorized purpose 10. Blocking or interfering the flow of traffic in corridors 11. Displaying inappropriate affection 12. Violation of the uniform policy | <ul style="list-style-type: none"> • Student- teacher conference • Student may be removed from classroom by teacher (90 minute maximum) • Administrator may warn student and send notice to parent. • Administrator may deprive student of school privileges for a period not to exceed three (3) school days • Administrator may assign student to detention • For cell phone and mobile device use, the Administrator can confiscate and return the device at the end of the day and warn that repeated offenses will result in the device being confiscated for one month's time • Individual schools may have additional consequences based on their PBIS implementation process | <ul style="list-style-type: none"> • Teach/re-teach behavioral expectations • Increase rate of acknowledgements • Parent Outreach • Referral to school supportive services (i.e. social worker, counselor, other) • Referral to peer mediation • Referral to mentoring Program • Referral to conflict resolution • Develop individual behavior contract • Short-term behavioral progress reports • Referral to community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Referral to Tier 2/Check-In/Check-Out (CICO), if behaviors persist. |

| Type II/Major Behaviors | Continuum of Consequences | Range of Possible Support Interventions to be Integrated |
|---|---|--|
| <ol style="list-style-type: none"> 1. Cheating & Plagiarism 2. Fighting 3. Intentionally defying a valid request of a school staff member 4. Intentionally threatening another person with physical injury or property damage 5. Forcing other persons to engage in conduct in which they have a legal right to refuse to participate 6. Directing profane, vulgar or disrespectful language at school staff members or other students 7. Disrupting the educational process in an area other than a classroom 8. Harassing conduct, written or verbal conduct, directed at a person because of his/her sex, race, ethnicity or sexual preference 9. Stealing, damaging or defacing school property or the property of others 10. Vandalism a- by minors 11. vandalism b- by adult student 12. Violating emergency evacuation regulations 13. Recklessly driving on school property, in parking lots or in areas directly adjacent to the school 14. Being found with any type of paraphernalia normally associated with the use of drugs, e.g. Tobacco rolling papers, bongs, clips, pipes and n | <ul style="list-style-type: none"> • Student- teacher and/or administrator parent conference • Student may be removed from class if offense took place during class time. • Student will repair, restore or provide restitution for any damaged or stolen property • Administrator may assign in-school suspension • Administrator may deprive student of school privileges not to exceed five (5) school days • Administrator may require student to serve detention. • Administrator may refer to community counseling • Administrator may refer student to school security and/or law enforcement • Administrator may suspend the student out-of-school if violation causes a "serious educational disruption" or in the event of repeated, aggravated or flagrant offenses, may refer for expulsion. | <ul style="list-style-type: none"> • Teach/re-teach behavioral expectations • Increase rate of acknowledgements • Parent Outreach • Referral to school support staff • Referral to individual and/or group counseling • Referral to peer mediation • Referral to mentoring program • Referral to conflict resolution • Develop individual behavior contract • Short-term behavioral progress reports • Referral to CICO • Develop Functional Behavior Pathway (FBP) and/or Functional Behavior Assessment (FBA) • Referral to the SRBI Team • Referral to community service (with parental consent) Referral to a Community-Based Organization (CBO) such as Juvenile Review Board (JRB) |

| | | |
|--|--|--|
| <p>15. Leaving school building or school grounds without permission</p> <p>16. Engaging in inappropriate sexual behavior</p> <p>17. Smoking on school grounds/school buses</p> | | <ul style="list-style-type: none"> • Referral to appropriate substance abuse counseling services • Referral to the Planning and Placement Team (PPT) (if Tier 1 and Tier 2 interventions are unsuccessful) |
|--|--|--|

| Type III/District Behaviors | Continuum of Consequences | Range of Possible Support Interventions to be Integrated |
|--|---|--|
| <p>1. Sounding or Reporting a False Emergency Alarm</p> <p>2. Possession of any Controlled Substance Without the Intent to Sell</p> <p>3. Hazing</p> | <ul style="list-style-type: none"> • Student may receive 10 days of out-of-school suspension • Student may be required to repair, restore, or provide restitution for damaged or stolen property. • Administrator may refer student for expulsion. | <ul style="list-style-type: none"> • Teach/re-teach behavior expectations • Increase rate of acknowledgements • Parent Outreach • Referral to school support staff and/or individual counseling • Referral to mentoring program • Develop individual behavior support plan • Referral to SRBI Team • Develop/modify Functional Behavior Assessment (FBA) • Referral to a Community Based Organization (CBO) |

| Type IV/Major Offense | Continuum of Consequences | Range of Possible Support Interventions to be Integrated |
|---|---|---|
| <ol style="list-style-type: none"> 1. Sexual assault on another person 2. Using threats or force to make other persons give up money or property they have a right to possess 3. Stealing school property or the property of others by using force against another person 4. Starting a fire or causing an explosion with intent to damage school or personal property 5. Intentionally causing serious injury or physical assault to another person 6. Threatening or assaulting a staff member 7. Engaging in violent conduct that intentionally or recklessly causes physical injury or substantial property damage 8. Possession of any controlled substance with or without the intent to sell 9. Possessing any firearm, knife, explosive, or other dangerous object | <ul style="list-style-type: none"> • Student may receive 10 days of out-of-school suspension • Student may be required to repair, restore, or provide restitution for damaged or stolen property. • Administrator may refer student for expulsion. • Student who makes threats/assaults on a staff member may be referred for expulsion and reassigned to a different school. • Student will be referred to school security and/or law enforcement in alignment with the MOA. • Student will be referred to appropriate social service agency when drugs and/or alcohol are involved. • Student who is in possession of a weapon is subject to mandatory referral for expulsion. • Student who is in possession of a controlled substance with the intent to sell is subject to mandatory referral for expulsion. | <ul style="list-style-type: none"> • Teach/re-teach behavior expectations • Increase rate of acknowledgements • Parent Outreach • Referral to school support staff and/or individual counseling • Referral to peer mediation/conflict resolution • Referral to mentoring program • Develop individual behavior support plan • Short-term behavioral progress reports • Referral to SRBI Team • Develop/modify Functional Behavior Assessment (FBA) • Develop/modify a Behavior Intervention Plan (BIP) • Referral to community service • Referral to a Community Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to Wraparound services • Referral to PPT |

APPENDIX E– GLOSSARY OF TERMS

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

1. **Administrator or Designee:** an employee of the Board of Education holding an intermediate administrator's certificate. **Designee:** Any employee of the Board of Education acting in place of an administrator
2. **Alcohol:** any intoxicating liquid (also see definition of drugs)
3. **BIP:** a Behavior Intervention Plan is a highly specialized individual plan for a student to facilitate positive behavioral changes
4. **CICO:** Check-In/Check-Out provides opportunities for daily communication between a student and the teachers and between the school and parents which supports students who need extra support with their behavior. CICO provides for reinforcement and positive attention from adults.
5. **Confidentiality:** school administrators, teachers and support staff who hear confidential communications may or may not disclose them in accordance with Connecticut General Statutes § 10-154a. However, if in the course of such confidential student communications, physical evidence is obtained, such evidence must be turned over to a school administrator who shall turn the evidence over to the police within three (3) days. The name of the student turning over such evidence shall not be disclosed in accordance with Connecticut General Statutes § 10- 154a (b), (c), as amended.
6. **Confiscation:** when there are reasonable grounds to believe that a student is in possession of drugs, there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs will be turned over to the police as soon as possible, certainly within three (3) days in accordance with Connecticut General Statutes § 10-154 (c).
7. **Consequences:** the result or outcome of a student's action imposed when established rules and procedures have not been followed
8. **Dangerous Instrument:** any instrument, article or substance, which under the circumstances is used or attempted or threatened to be used, is

capable of causing death or serious physical injury and includes a "vehicle" as that term is defined in this section

9. **Deadly Weapon:** any weapon, whether loaded or unloaded, from which a shot may be discharged or a switchblade knife, gravity knife, billy club, blackjack, bludgeon or brass knuckles
10. **Distribution:** to give possession of a drug to another person whether or not for compensation
11. **Drugs:** any alcoholic beverage, controlled substance, illegal substance or prescribed medication for which the student does not have a prescription from a licensed physician or dentist
12. **Drug Paraphernalia:** any object or device used, intended for use or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substances into the human body, (e.g. razor blades, bongs, pipes, roach clips, tobacco rolling papers) or any object or container used, intended for use or designed for use in storing, concealing or distributing controlled substances
13. **Emergency Suspension:** exclusion from school attendance and privileges for as long as the emergency exists, but no more than three (3) consecutive school days. An emergency shall mean a situation where the continued presence of the student in school poses a danger to persons/property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school.
14. **Expulsion:** exclusion from school attendance and privileges for more than ten (10) consecutive school days. Refer to Bridgeport Public Schools Policy No. 5131
15. **FBA:** a Functional Behavioral assessment is used for gathering information to understand the function (purpose) of the behavior in order to write an effective intervention plan
16. **Firearm:** any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer or any destructive device, including any explosive, incendiary, poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, a mine or similar device or any weapon that will or may be converted to more than a half inch (1/2") in diameter

- 17. Hearing (Administrative):** a meeting with a school administrator where charges are made and an opportunity for explanation provided
- 18. Hearing before the Board of Education:** such a hearing is usually for consideration of a recommendation for expulsion of a student (see Connecticut General Statutes § 10-233d)
- 19. In-School Program:** any special program, as may be established by the school, to provide counseling and opportunities for restorative justice to students who are found to be in violation of this and other school policies
- 20. In-School Suspension:** procedure in which the assigned student spends the full day in a restricted area away from the rest of the students. During this experience, students will be properly supervised and supplied with work assignments. Please refer to Public Act 10-111 and General Statute Section 1-233C.
- 21. Interventions:** strategies provided to students intended to produce positive change in behavior
- 22. Law Enforcement Authorities:** any legally constituted local, state or federal agency authorized to enforce the law of the community, state or federal government
- 23. Manifestation Determination Hearing:** is a hearing (meeting) to determine appropriate disciplinary action for a student with a disability. It must be held prior to a referral for expulsion or any change in placement for a student receiving specialized instruction.
- 24. Martial Arts Weapon:** a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star
- 25. Out-of-School Suspension:** exclusion from school attendance and privileges for a definite period not to exceed ten(10) consecutive school days. Each day of suspension shall be considered a full day of excused absence. For Guidelines for In-School and Out-of-School Suspensions, please refer to: http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf

- 26. PBIS:** Positive Behavior Interventions and Supports is a school-wide systems approach to discipline problems that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance. PBIS consists of Scientific Research-Based Interventions. www.pbis.org
- 27. Possession:** any possession which is unlawful under Connecticut State Law, (e.g. holding or having on one's person or belongings the like or any drug or alcoholic beverage, which includes one's automobile, locker, backpack, carry case)
- 28. PPT:** the Planning and Placement Team is the decision making body of school-based personnel who meet on students who have or are suspected of having a disability and may require special education or related services
- 29. Principal:** also referred to the administrator who is responsible for the building, staff, students, and/or school related activities.
- 30. Punitive Action:** a punishment by school authorities in accordance with Connecticut General Statutes § 10-233 and published school regulations approved by the Board of Education
- 31. Restorative Practices:** a continuum of practices that focus on building positive relationships and repairing harm when harm has been caused.
- 32. Social Service Agencies:** local, state or private agencies/providers that provide counseling and other supportive services to individuals
- 33. SRBI:** Scientific Research-Based Interventions are high quality instruction and interventions matched to students' needs and uses learning rate over time and level of performance to make educational decisions about further interventions. www.sde.ct.gov/sde/SRBI
- 34. SRBI Team:** is a school-based team that makes recommendations on students who have been referred to the SRBI team based on data available to determine appropriate instruction and supports and monitors students' progress. Tiers of supports are implemented to help students achieve grade level proficiency. The team may consist of the following school personnel: administrator, teachers, nurse, social worker, psychologist, counselor, and members of the School Based Health Center.

35. SY: school year

36. Tier 1/Universal level interventions: approaches that are preventative in nature that are put into place to support student behaviors and prevent behaviors from escalating. These interventions are available to all students and across all settings

37. Tier 2/Targeted group level interventions: designed to support students who are at risk for developing more severe behavioral problems and have not responded to Tier 1 interventions

38. Tier 3/Individualized intensive level interventions: used with students unresponsive to Tier 1 and Tier 2 interventions. They often include a Functional Behavior Assessment and subsequent Behavior Intervention Plan

39. UEA: unexcused absence. Please refer to Attendance Policy.

40. Use: to ingest, inject or otherwise cause a drug to reach the bloodstream or digestive tract

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

**Bridgeport Public Schools
Student Agreement**

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

Student Signature

Date

**Parent/Guardian
Agreement**

Dear Parent or Guardian:

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

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

Parent/Guardian Signature

Date