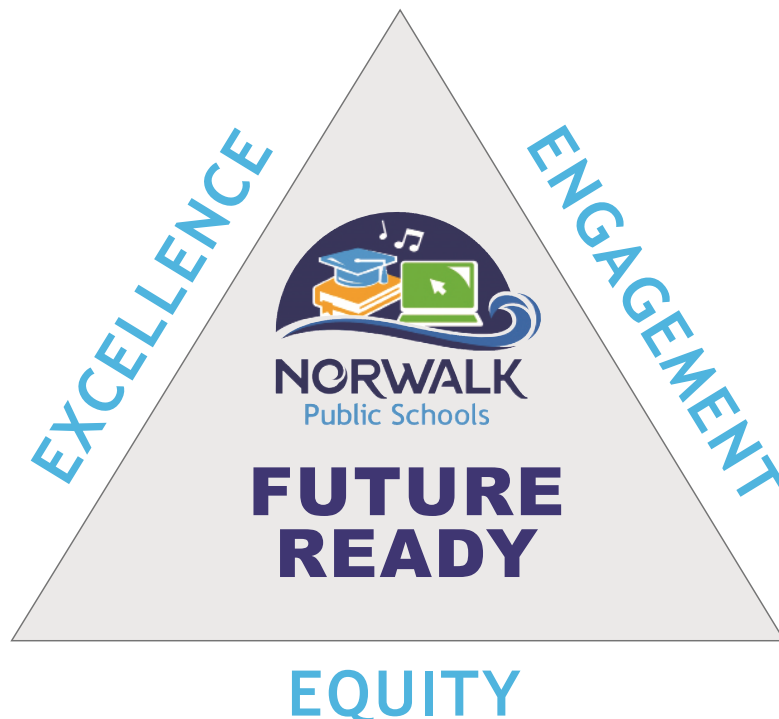




Behavior Intervention And Expectations Guide

Guidelines for Student Engagement And Positive Behavioral Support

Revised August 1, 2022



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Introduction

Norwalk Public Schools Vision

Norwalk Public Schools is building a more equitable and just world where each and every Norwalk student is prepared for all aspects of life.

School Culture and Climate

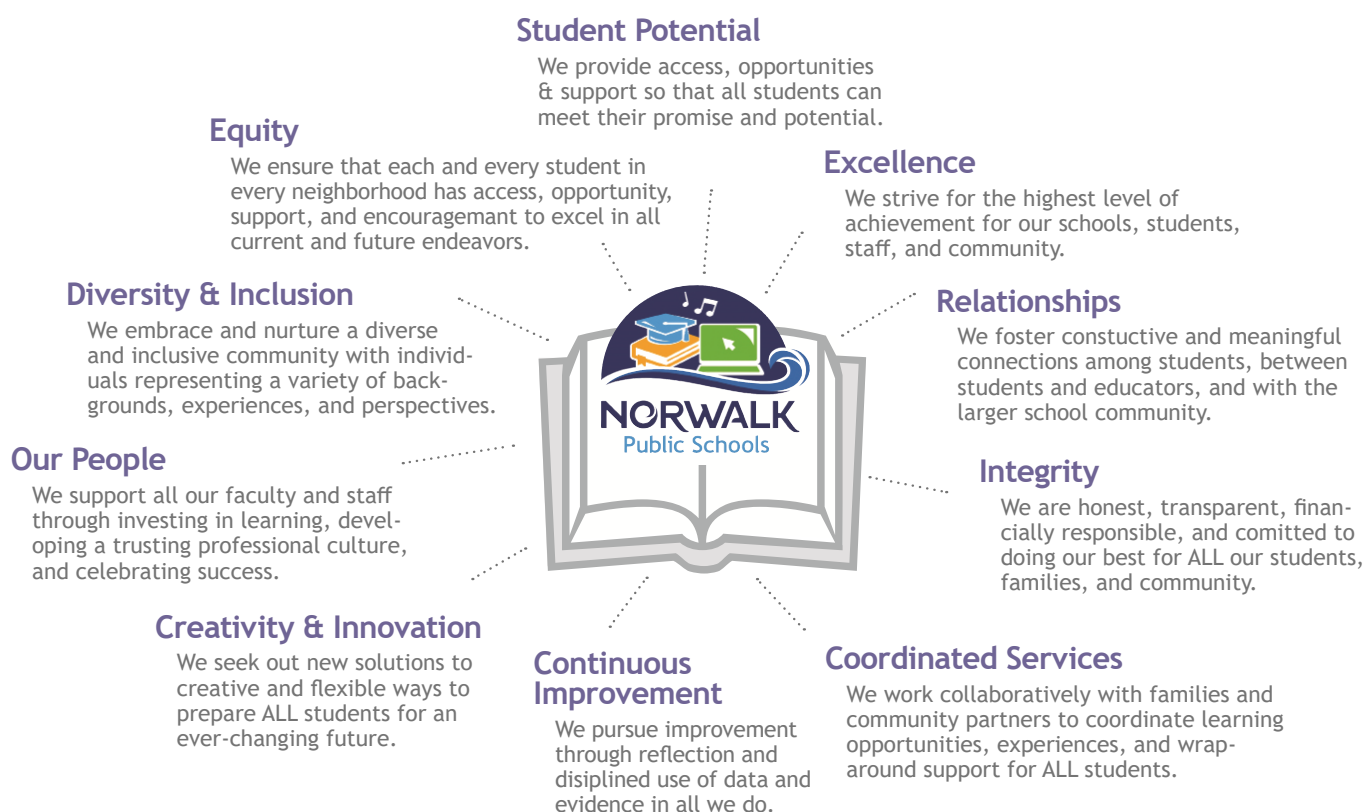
All students deserve to feel safe and valued. It is a priority for Norwalk Public Schools that we create a school culture and climate where students can learn in a secure environment. Ensuring that each of our schools creates a positive, supportive, safe, and civil climate for students, families, and staff requires the consistent application and reinforcement of community norms, values, practices, and policies that work to support positive, equitable, and inclusive organizational culture.

The intended outcome of our Behavioral Intervention and Expectations Guide is a safe and civil school climate and culture that includes a spectrum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students, address student's social/emotional and behavioral needs, enhance student engagement, and help students develop the adaptive skills essential to lifelong health and self-actualization.

Values and Beliefs

The actions of all Norwalk Board of Education employees will be guided by an established set of values and beliefs that support a safe and respectful district, school climate and culture that is relentlessly focused on positive outcomes for Norwalk's children and youth.

We value all students and the whole student. This means that each and every student will be treated with dignity in a physically, emotionally, and intellectually healthy and safe environment; that each and every student will be supported by culturally responsive teaching and learning; that each and every student will have positive and supportive relationships with caring adults; that each and every student will be empowered through voice and agency; and that each and every student will be prepared for college, career, and civic life.



Statement of Purpose

Norwalk Public Schools recognizes that traditional systems of discipline for unwanted behavior do not teach desired behavior, do not repair the harm that was done to everyone involved, and do not address underlying problems that may have led to the offensive behavior in the first place.

The Behavior Interventions and Expectations Guide is a set of principles, expectations, and/or rules that are given to students and parents to make sure that the expectations that the school has for behavior are clearly communicated. Schools are responsible for creating safe and structured learning environments that will promote the school's goals for student learning. Behavioral guides clarify the school's mission and values. They also indicate how the adults will provide and enforce behavioral expectations and the interventions staff will use to support students that are struggling to maintain healthy relationships.

The Behavior Interventions and Expectations Guide also provides all Norwalk Public School personnel with guidelines related to our priority of guaranteeing that ALL students feel safe and valued, norms for positive and supportive adult- student interactions, and our responsibility for modeling and shaping student behavior in school and in the community.

This guide is a manual for positive and proactive student engagement and behavioral support.

The intent is to:

- Establish a consistent system of supports for student's psycho-educational, social, emotional, and behavioral needs; ensure those supports are executed in a consistent fashion throughout the district; and ensure that school staff employ positive and proactive responses to student needs especially in the presence of student behavior that is inconsistent with established school community norms, values, practices, rules and regulations.
- Establish consistent, restorative solutions for responding to behaviors that are inconsistent with established school community norms, values, practices, rules and regulations that (1) are age-appropriate, (2) are fair, (3) address the underlying problem that may have led to the disciplinary consequence, (4) teach the desired replacement behavior, (5) are focused on repairing harm, and (6) are designed to help students, staff, and families work together to maximize student engagement, learning conditions, and outcomes.

Nondiscrimination and Equal Educational Opportunity

The Norwalk Board of Education complies with all applicable federal, state, and local laws prohibiting the exclusion of any person from any of its educational programs or activities or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status, gender identity or expression, genetic information or any other basis prohibited by state or federal law subject to the conditions and limitations established by law.

This Student Code of Conduct is reviewed annually and revised as appropriate and/or necessary.

SECTION I

Overview

This document is a guide and manual for applying progressive, restorative discipline for all Norwalk Public School personnel. This guide lists the various incident types, suggests restorative responses, and only if unavoidable, actions that would remove the student from the classroom environment. It is intended as a reasonable interpretation of federal and state law and district policy.

This guide may not address every situation related to student conduct. However, this document is a guideline for the implementation of our “Future Ready for All” for the district priority of School Culture and Climate and one of the three major district goals of increasing student perceptions of feeling safe and valued at school.

School and District Staff Responsibilities

It is imperative that all NPS BOE employees:

- Understand that ensuring our students feel protected, safe, and valued is one of our major district priorities.
- Understand the importance of interacting with all students in a caring, ethical, inclusive, nondiscriminatory, and culturally responsive manner.
- Understand that Norwalk Public Schools does not condone any practice that might compromise student privacy and/or negatively impact the physical or emotional well-being and safety of our students.
- Understand the behavior expectations established in the NPS Employee Handbook.
- Be advised that all instructional practices, and classroom management/behavior management practices must:
 - o Conform to our district priority of ensuring our students feel protected, safe, and valued.
 - o Be based on valid sources of evidence for determining their effectiveness.
 - o Be properly reviewed and approved by the administration.
 - o Conform to our district-wide directive for interacting with students in a caring, ethical, inclusive, nondiscriminatory, and culturally responsive manner.
 - o Conform to our Standards of Conduct for employee behavior of interacting with all students in a rational, constructive manner that reflects positive social values.

Student Responsibilities

All students have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand and adhere to the Behavioral Expectations and other reasonable rules and regulations established by the administration, school authorities, teachers and school personnel.
- Respect the rights of fellow students as well as teachers, administrators, other school personnel, and school guests.
- Respect the educational process and learning environment by refraining from tardiness, truancy, and unexcused absences, and by fully participating in the academic life of the school.
- Act in a responsible and reasonable manner as established by school community norms, values, practices, rules and regulations, while in attendance at all school or school related functions held on or off school grounds.
- Come prepared for class, complete assignments and make-up work on time.
- Initiate communication and inquire with the appropriate teacher as to when and how class work including examinations missed during absences can be completed.

Parent Responsibilities

All parents have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand school rules and policies and review them with their children.
- Ensure that their child attends school regularly and on time.
- Keep in regular communication with the school concerning their child's behavior and progress.
- Know and have access to all educational, medical, and similar records of their children.
- Inform, instruct, and assist their children to behave in a reasonable manner consistent with established school community norms, values, practices, rules and regulations, respecting the rights and property of others in conformity with this Guide.
- Bring to the attention of school principal or designee any need for their child related to academic or behavioral support and collaborate with the school team in developing a positive and proactive solution.
- Attend and participate in any activity or conference arranged for the benefit of their child(ren).

School Administrator and Teacher Responsibilities

In addition to all school and district staff responsibilities listed above, school administrators and teachers have the responsibility to:

- Treat all members of the school community with respect and dignity.
- Understand state law, district policy, school rules and regulations set forth in the Behavioral Interventions and Expectations Guide.
- Ensure that students and parents are appropriately informed of district policy, school rules, regulations, and student, parent, and school personnel rights and responsibilities under the Behavioral Expectations and recognize that students may need to be reminded of these policies, rules and regulations.
- Model and maintain norms, values, practices, and policies that address student's social/emotional and behavioral needs in a fair, consistent, positive, equitable, and inclusive manner.
- Enact methods of student engagement and behavioral support that are positive, proactive restorative and progressive and developmentally appropriate.
- Address student's social/emotional and behavioral needs and interact with student and families in an impartial, objective, and professional manner.
- Address and resolve behaviors that are inconsistent with established school community norms, values, practices, rules and regulations in a restorative, productive, non-punitive manner by every reasonable means short of exclusion from school.
- Invite and encourage family participation, collaboration, and communication with the school.
- Provide students with the opportunity to complete any class work including examinations missed due to absence.
- Engage the services of special personnel, guidance counselors, district support staff and/or community agencies to support student's physical, emotional, cognitive, and social development.
- Ensure all communication with families is translated into native languages.
- Provide parents and students with learning opportunities related to the behavioral expectations and addressing their child's social/emotional and behavioral needs in a fair, consistent, positive, manner.
- Ensure due process by completing all forms provided for the documentation of behavioral incidents that are inconsistent with established school community norms, values, practices, rules and regulations as required by law and by the Norwalk Public School System.

What To Do When You Have a Concern

Ladder of Referral

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

Teacher

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

School Counselor

The School Counselor should be contacted before contacting the Principal.

Assistant Principal or Dean of Students

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

Principal

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

Central Office

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

Superintendent and Board of Education

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

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

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

Location of Behavioral Incidents

For the purposes of this guide, behavioral actions that are inconsistent with established school community norms, values, practices, rules and regulations include acts committed:

- In a school building or on school grounds during or on the way to school or leaving school that happen during regular school hours.
- Off school grounds during school-sponsored activities or while traveling to or from school or a school-sponsored activity on any form of school provided transportation.
- Off school grounds at any time if the incident was initiated in the school or on school grounds and if after the occurrence it was established that upon the return of the student(s), it contributed directly to a disruptive effect on the school community including but not limited to the internet and on social media platforms.
- Off school grounds (including on social media platforms) and during non-school time if after the occurrence there is a reasonable likelihood that the return of the student(s) would cause or contribute to a disruption in the school or its educational process. Such actions must be of a serious nature, such as dangerous weapon incidents, drug incidents, or crimes accompanied by violent conduct such as assault, robbery, or sexual incidents. Incidents also include possession of a firearm or weapon in the commission of a crime and selling or distributing a controlled substance.

If students engage in behavior that is inconsistent with school community norms, values, practices, rules and regulations while in or on the grounds of any school in Norwalk, during, shortly before, or shortly after regular school hours, a disciplinary consequence will be issued in the school they regularly attend.

The term “regular school hours” encompasses the time of the day that students are practicing or engaging in extracurricular activities and while on the school bus. For example, if all other students are normally out of the building by 4:00 p.m. but at 5:00 p.m. following practice a member of the track team vandalizes a locker, that would be covered by the Behavioral Expectations.

Collaboration with Norwalk Police Department and School Resource Officers

In the interest of creating a positive, supportive, safe, and civil learning environment for Norwalk Public School students, it is intended that the Norwalk Public School Behavioral Expectations Guide be utilized by responsible Norwalk Public School personnel. Of critical importance in establishing a positive, supportive, safe, and civil safe learning environment for Norwalk Public School’s students is the minimization of school-based arrests. To that end, the Norwalk Public Schools and Norwalk Police Department have established a **Memorandum of Understanding (MOU)** outlining the roles and responsibilities of school staff and police officers in responding to non- emergency school disruptions by students. This MOU was signed by the Superintendent and Chief of Police in November of 2015. This MOU creates a clearly outlined agreement that establishes law enforcement involvement as a last resort in school disciplinary matters.

The MOU has been successful in reducing the number of arrests of Norwalk Public School students, particularly for low-level incidents that should be addressed through individual student intervention and support not police involvement. With the implementation of the MOU, school-based arrests have been reduced significantly. The MOU requires the following:

- The creation of a school-police collaboration team facilitated by the City of Norwalk Department of Children, Youth, Families, and Recreation and involving NPS staff, NPD staff, NPS security staff, and other appropriate personnel which regularly meets to review the implementation of the MOA;
- Professional learning for school staff as well as Norwalk Police officers on the MOU on the proper administration of disciplinary consequences;
- Implementation of a graduated response model;
- Data collection and the review of mechanisms of school-based arrests.

Norwalk Public Schools Security staff plays a key role in monitoring the implementation of the MOU and the graduated response model. Any law enforcement involvement in a student matter that is not deemed an emergency by NPS staff can be initiated by central office staff, by an administrator, or school security officer at any NPS facility.

For the full document, follow this link: [911 Protocols, Minimal Facts, MOU.pdf](#)

Questioning of Students by Police

The questioning of students by the police will be conducted with strict regard for the constitutional rights of the student to remain silent. These rights are given to students by the police as a standing procedure. During the questioning, the parent and principal or his/her designee shall be present and shall keep a record of the proceedings.

1. Incident on School Grounds: Questioning Minor Complainant and Witnesses who are minors

a. If a principal requests an investigation by the police of an incident which occurred on school grounds, he/she shall promptly notify the parent or guardian of the student complainant and/or witnesses that the police have been asked to take statements from their children and shall invite the parent or guardian to be present. If the parent or guardian is unable to be present, the questioning of a student must be delayed. The parent or guardian has the right to refuse permission for police questioning of a child who is a minor.

b. Questioning Suspect: When the police have identified a student(s) as a suspect and the police wish to question the student(s), the principal shall notify the parent or guardian and request that they be present during the questioning. (1) If the investigation deals with matters of public safety which require speedy investigation and the parent or guardian cannot be reached or cannot be present, then the principal or his/her designee shall be present during the questioning and act in the best interest of the student. (2) If the investigation deals with incidents other than those involving public safety, the questioning of the student(s) must be delayed until the parent or guardian is present.

2. Incidents in the Community: Police questioning of students concerning incidents which occur in the community will normally not be done on school grounds except that in matters dealing with public safety and the community interest, the procedures in Section 1.b(1), above will be followed.

3. Arrest on School Grounds: If the police arrest a student on school grounds, the parents shall be notified by the principal. A student who has been arrested may be removed from the school grounds by the police department. The parent or guardian must be notified by the principal. Statutory references: Connecticut General Statutes 10-154a;10-221;10-233d Policy Adopted: September 11, 1997.

SECTION II

Creating and Maintaining a Safe School

Norwalk Public Schools maintains the goal to provide a safe and civil climate and culture by establishing a continuum of environmental and systemic supports and safeguards that improve learning conditions and behavioral outcomes for all students, address student's social/emotional and behavioral needs, enhance student engagement, and help students develop the adaptive skills essential to lifelong health and self-actualization. This continuum is designed to ensure fair application of behavioral expectations and policies through the systematic implementation of proven effective practices that shape student and adult behavior through risk reduction, prevention, early intervention, individual student intervention, and therapeutic support. This continuum focuses on modeling, teaching, and supporting students to learn and internalize the standards of behavioral expectations established by Norwalk Public Schools. This continuum represents a shift from a traditional exclusionary, punitive approaches to discipline that rely solely on punishment to a progressive, restorative approach that establishes the predictability, safety, and consistency designed to encourage positive behavior, to redirect, and to replace maladaptive behaviors.

Extensive research shows that exclusion and punishment are ineffective at producing long-term reduction in behavior that does not meet desired community standards of conduct. Research also shows that schools with a safe and supportive environment for learning achieve better academic, behavioral, and social outcomes for all students. A staff member's first response should be to use behavioral incidents as a teachable moment to help the student problem-solve and engage in replacement behavior that meets the desired standards of conduct established by Norwalk Public Schools. Using the opportunity to model, instruct, and shape desired behaviors is a reliable and effective method to change the behavior of students.

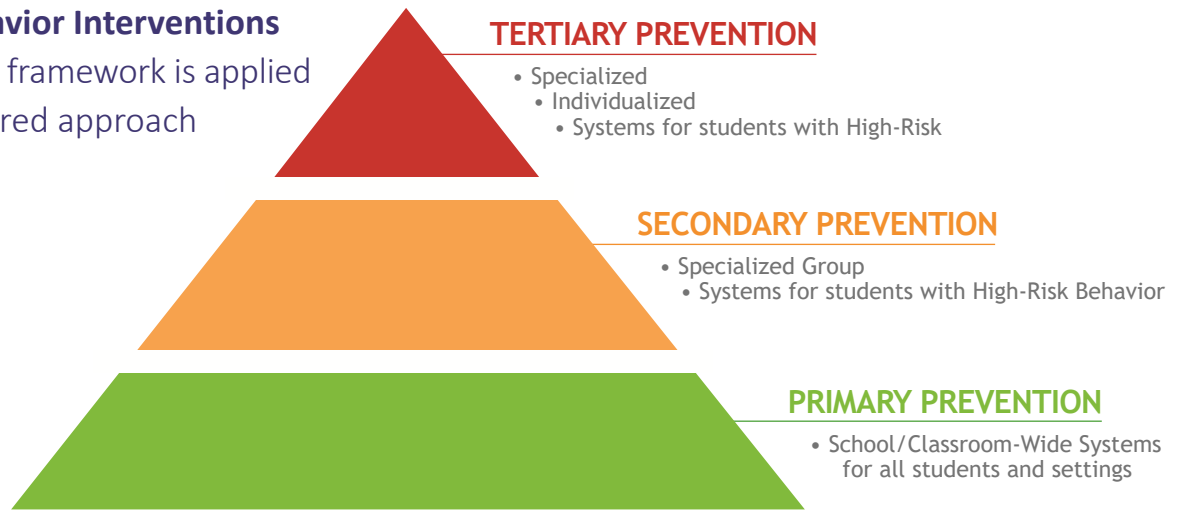
Positive Behavioral Interventions and Supports (PBIS)

Norwalk Public Schools advocates Positive Behavior Interventions and Supports that foster open communication, collaboration, and connection between caring adults and students. What is known is that misunderstandings that often lead to incidents of disrespect, insubordination, opposition, and aggression are reduced and eliminated when caring professionals:

- Establish open communication, collaboration and connection, with students.
- Respond to student behavior – including students in crisis – with instruction or correction through a supportive, non-judgmental approach.
- Model what it looks like to treat people with care and dignity.
- Positively and supportively influence and shape the behavior of children and young people.
- Enact a non-confrontational classroom management approach that efficiently and competently manages resources of time and energy.
- The behavioral framework is applied in a three- tiered approach that includes the following:
 - o Tier I: Primary Prevention- Universal Level (all students)
 - o Tier II: Secondary Prevention- Specialized group of students
 - o Tier III: Tertiary Prevention- Individualized targeted interventions

For more information on PBIS, please refer to www.pbis.org.

Positive Behavior Interventions and Supports framework is applied in a three- tiered approach



Trauma-Informed Restorative Approaches and Practices

Trauma-Informed Restorative Approaches and Practices are centered on healing, accountability, repairing relationships, restoring community, and cultivating positive, supportive, safe, and civil climate and culture for students, families, and staff through:

- Building relationships,
- Teaching habits of mind,
- Cultivating inclusive culture,
- Community accountability,
- Supporting restitution between those harmed and those who have caused harm.

Instructive Responses

Instructive responses will be used by school staff when a student demonstrates behavior that is inconsistent with established school community norms, values, practices, rules and regulations, and which is caused by a lack of knowledge or understanding of expectations. To be fair, if a student does not know or understand expectations related to school community norms, values, practices, rules and regulations, he or she cannot follow them. Instructive responses represent a fundamental shift from punitive, exclusionary discipline approaches to a progressive approach that demonstrate fairness, equity, and inclusiveness because they are designed to teach students the behavioral expectations and skills needed to enable them to meet those expectations. Instructive responses that generate positive results include:

- Helping the student address the underlying problems that may have led to the incident in the first place.
- Helping the student focus on repairing harm for all parties involved, including themselves.
- Describing the unacceptable behavior to the student as well as suggesting appropriate replacement behavior.
- Teaching or reteaching the desired behavioral expectations and/or responses.
- Teaching replacement behaviors that are incompatible with the undesired behavior.
- Allowing students to practice expectations (role playing).

- Allowing students to observe modeling of alternate behaviors and/or responses.
- Encouraging and supporting the student to verbalize how the behavior negatively impacts others.
- Engaging the student in dialog about what could have been a better behavior choice and why.
- Supporting the student in writing a personal goal that will help improve actions.
- Showing confidence in the student that behavior goals are achievable.
- Positively reinforcing behavior that relates to student goals.

Corrective Responses

Corrective responses will be used by school staff when a student knows and understands expectations but in the moment engages in behavior that is inconsistent with established school community norms, values, practices, rules and regulations. To be fair, students must be afforded the opportunity to correct behaviors that are inconsistent with established expectations through supportive, non-judgmental prompting and support from school staff. Corrective responses provide students with the opportunity to consider, rethink, and replace behavior that does not meet established school community norms, values, practices, rules and regulations.

Using a positive, supportive, non-judgmental, restorative approach to teach expectations related to school community norms, values, practices, rules and regulations, and address behaviors that are inconsistent with those expectations will reduce misunderstandings, conflict, and combativeness. Trauma-Informed Restorative Core Principles equip adults with the supportive skills to productively respond and positively intervene when they encounter behavior that is inconsistent with established expectations and may be rude, defiant, oppositional, and/or aggressive.

These core principles are based on the understanding that in many cases, students who demonstrate rude, defiant, aggressive, and/or oppositional behavior are or have been subject to circumstances outside of school that trigger behavior patterns that are incompatible with the school environment.

Corrective responses include reminding, redirecting, setting up intentional cues, and teaching different behavioral responses. One of the most important things to keep in mind when responding to misbehavior is to address the behavior as quickly as possible. When children's behavior goes off track, they need immediate feedback from adults to help them break their momentum and get back on track. Adults often let small misbehaviors go, waiting to address them until they have escalated and are much more difficult to reverse.

Most staff members use instructive and corrective responses regularly, so many of these may already be familiar. To minimize corrective responses teachers should use supervisory opportunities to engage students in positive conversations and build ongoing relationships. Using corrective and instructive consequences instead of responding punitively will enhance the chances of creating a safe, supportive, and productive school climate. Examples of typical corrective responses include:

- Visual cues: classroom anchor charts, a brief direct look into students' eyes, a finger against your lips, increased teacher proximity.
- Verbal cues: saying the child's name, followed by the request.
- Constant staff circulation: Sometimes all that's needed to reestablish positive behavior is for the teacher to move next to a student.

For more information and strategies, go to:

<http://www.interventioncentral.org/behavioral-intervention-modification>

Elementary Corrective Response

- Visual cues: classroom anchor charts, a brief direct look into students' eyes, a finger against your lips, increased teacher proximity.
- Reminding language works best when a child is just beginning to go off track—about to open a book instead of getting out math materials or beginning to reach to take the blue crayon away from a classmate. If, however, the child is well into the undesired behavior, reminding language loses its effectiveness. At that point, a clear redirection is needed: "Sonya, put the book away now and get out your math materials." "Dante, choose another color. It's Ellen's turn to use the blue crayon."
- Bringing the child closer instead of going to the child is another option. For example, Darren turns around and begins fiddling with items on a shelf during morning meeting. The class has learned meeting rules, and they also know that their teacher will sometimes direct them to change their seats if they're beginning to misbehave. A quiet, "Darren, come sit next to me", brings Darren to his teacher's side in the circle and gets his attention back on his classmates without breaking the meeting rhythm.
- Constant circulation: Sometimes all that's needed to reestablish positive behavior is for the teacher to move next to a child. For example, if children have been taught how to sit safely in chairs and Maria has just started tipping her chair back during direct instruction, simply moving to stand by Maria can communicate "Sit safely" without drawing undue attention to Maria or disturbing other children. Once Maria sits safely, the teacher's staying nearby for a bit helps the child understand that she must continue to sit safely.

Middle and High School Corrective Response

- Verbal cues: saying the child's name. Reminding language can also be highly effective: "Sonya, what should you be doing right now?" "Dante, what do our rules say about sharing materials?"
- Logical consequences: Logical consequences are another strategy that teachers can use to stop misbehavior while helping children see and take responsibility for the effects of their actions. Logical consequences differ from punishment in that unlike punishment logical consequences are relevant (directly related to the misbehavior) realistic (something the child can reasonably be expected to do and that the teacher can manage with a reasonable amount of effort), and respectful (communicated kindly and focused on the misbehavior not the child's character or personality). For example, Tamika scribbles on her desk. Having her clean the desk would be a relevant, realistic, and respectful logical consequence. Having her miss recess would be irrelevant. Having her clean every desk in the classroom after school would be an unrealistic amount of work, and the uncleanness of the other desks is unrelated to Tamika's mistake. Saying, "You're so rude—you just don't care about anyone but yourself!" is a disrespectful attack on her character.
- Informal check-in and check-out: (Seek parental permission for this arrangement first.) Set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to reinforce specific behavioral expectations and correct any inappropriate behavior.
- Refer for other services: Referral to social worker, counselor, or community partner for services to assist with coping skills, improve communication skills, or anger management.

For more information and strategies, go to:

<http://www.interventioncentral.org/behavioral-intervention-modification>

Restorative Practices

Norwalk Public Schools has adopted a restorative philosophy and approach to discipline. Restorative strategies are ways of thinking about and responding to conflicts and problems by involving all participants in identifying what happened, describing how it affected everyone, and finding solutions to make things right. Restorative practices involve more than conflict resolution, making amends, and healing harm. Restorative practices require a new paradigm. They require deliberate actions to build respectful relationships and result in the creation of a compassionate, caring, and cohesive community. Classrooms are ideal places to develop relationship-building skills with communities from differing backgrounds and perspectives.

Norwalk Public Schools has formally implemented Restorative Practices and is dedicated to ensuring that all schools serve students with this approach. Norwalk has developed its Restorative Practices framework using best practices and procedures from several models. The framework is aligned with the Multi-Tiered Systems of Supports (MTSS) model, Scientifically Based Research and Interventions (SRBI) approach and Positive Behavioral Interventions and Supports (PBIS). Tier I consists of universal supports such as the use of circles, restorative intervention continuum, etc. Tier II consists of group conferencing for conflict resolution, and Tier III is community conferencing in more severe cases.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Glossary of Restorative Practices

Circle Process: Use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, and address other issues as they arise.

Students are the largest group of stakeholders in a school community and its greatest resource in creating and sustaining a safe and supportive school environment. Building community among students and between students, families, and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency.

Community building circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel valued and respected as individuals, and they must respond respectfully to one another.
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and

build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed, and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom they disagree to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third-party mediator (school personnel) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized by another (for example, in cases of harassment or bullying) due to an imbalance of power.

Formal Restorative Conference: A conference is facilitated by school personnel to bring together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A formal restorative conference may be used as an intervention in conjunction with a disciplinary action (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or a principal or superintendent's suspension) or may be used as a disciplinary intervention to address misconduct that does not require teacher removal or suspension. This conference should not be used when there is a perceived power imbalance between participating students.

Welcome-Back Circle (Reentry Meeting): A welcome-back circle is a process designed to formally welcome the returning student back into the school community and to establish a support system for the student (such as, key relationships and resources). The returning student and other circle participants (for instance, school staff and parents) make commitments about how to foster a smooth return and address individual or community circumstances that contributed to the suspension event. The meeting provides a space for students to express themselves, actively listen to one another's perspectives, and build a sense of community. This practice helps build a strong school culture that students, staff, and those in the community can rely on and return to in times of need. A welcome-back circle may be used as an intervention in conjunction with a disciplinary action (for example, a student participates in a welcome-back circle after a teacher removal or a principal's or superintendent's suspension).

Supports and Interventions

Supports and interventions are an integral part of a comprehensive response to misconduct. Schools are required to provide and document supports and interventions at all stages of the disciplinary process including during suspension. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Supports may include any of the interventions that best meet the needs of the student.

Required Documentation

All incidents, interventions, supports and disciplinary actions must be documented in PowerSchool for all parties involved where appropriate regardless of whether a disciplinary action is imposed. Documented supports and interventions are required for all incidents that involve a disciplinary sanction.

Glossary of Supports and Interventions in Alphabetical Order:

Collaborative Problem Solving: When a student engages in challenging behavior, a trained school staff member can use the collaborative problem-solving process to identify the specific issues that are precipitating the behavior, articulate the adult concerns about the behavior, engage the student in a collaborative process to address the underlying reasons for the behavior, and decide upon a plan of action that is both realistic and mutually acceptable to both.

Community Service (with Parental Consent): Community service allows students to develop skills and engage in real-life solutions to help communities. It holds students accountable for their behavior and allows them to make positive amends to the community in order to counter their earlier misconduct.

Conflict Resolution: Conflict resolution facilitates resolutions between two or more disputants. Using the collaborative negotiation process, students actively listen and talk through an issue or conflict directly with those with whom they disagree to arrive at a mutually satisfactory resolution.

Development of Individual Behavior Contract: The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and where appropriate by the parent.

Guidance Conference: Principals and teachers may request a guidance conference with the student and where appropriate with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal, and social issues that might have caused or contributed to the behavior.

Health Education: Health education is an academic subject for students. In this class, students learn the concepts and skills they need to stay healthy including social and emotional skills, how to prevent bullying, communication and relationship skills, and how to avoid health risks like alcohol, tobacco, and other drugs.

Individual/Group Counseling: Individual counseling provides students with an outlet to privately share issues that may be negatively impacting their attendance, behavior, and/or academic success. Small-group counseling can address needs such as stress management, anger management, and conflict resolution and/or communication skills, etc. Students discuss and formulate goals and learn problem-solving strategies that will enable them to address a variety of personal challenges. Counselors should conference with parents on a regular basis to discuss the student's academic and personal progress.

Individualized Safety Plan (ISP): An Individualized Support Plan (ISP) is a written plan to support students who have been the victim or the initiator of bullying, harassment, intimidation, discrimination, and other aggressive behaviors. It contains among other things interventions and supports for the student and provisions for designated school staff to consult with the student and/or their parents at specified times to determine whether the behavior has improved. It is useful in student cases warranting a more targeted approach and/or involving regular monitoring.

Intervention by Counseling Staff: Where available, school-based counseling personnel and/or School-Based Mental Health programs offer a wide range of comprehensive and confidential mental health services and interventions including but not limited to assessments, individual, group, and family counseling and/or therapy, teacher consultations, and educational strategies for parents and staff.

Mentoring: Students are matched with a mentor/coach or a mentoring program in order to work with a counselor, teacher, student, and/or administrator for personal, academic, and social development.

Parent Outreach: School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include but is not limited to a phone call and/or written communication.

Positive Behavioral Interventions and Supports (PBIS): PBIS promotes school-based prevention systems to improve student behavioral outcomes by providing a multi-tiered operational framework and teaching behavioral expectations in the same manner as any core curriculum subject.

Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to either school-based counseling services or to an external agency or community-based organization.

Referral to a Community-Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including, but not limited to, after-school programming, individual or group counseling, leadership development, conflict resolution, and academic tutoring.

Referral to Counseling Services for Bullying, Intimidation, or Harassment, including Bias-Based Bullying, Intimidation, or Harassment: When a student or group of students engages in bullying including cyberbullying, intimidation, or bias-based harassment of another student or group of students, both the target of the behavior and the student who engages in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency.

Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When a person uses a pattern of threatening or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education services.

Referral for Mental Health Support Services: Students may be referred to receive services from a counseling, mental health, or mentoring agency.

Referral to Pupil Personnel Team (PPT): Pupil Personnel Teams are school-based teams that use a multidisciplinary approach to encourage student success through prevention, intervention strategies, and supports. A case manager is identified for each student referral and an individualized plan is created to help the student overcome academic and/or other challenges.

Referral to the Substance Abuse Prevention and Intervention Program: Students who are at risk for alcohol and substance abuse, gang involvement, suspension from school, disruptive behaviors, and infractions related to the Code of Conduct may be referred for intervention services. These programs provide parent workshops that address alcohol and substance abuse issues, as well as bullying and violence prevention.

Restorative Practices: Using restorative practices to foster positive interpersonal and intergroup relations—and to address inappropriate behavior when it occurs—is a cornerstone of a progressive approach to discipline. Restorative practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing. Neither mediation nor conflict resolution is under any circumstances an appropriate intervention for bullying or intimidation due to an imbalance of power associated with bullying and intimidation.

Short-Term Behavioral Progress Reports: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.

Social Emotional Learning: Equipping students with skills to manage emotions, set positive goals, show empathy for others, and establish positive relationships, social emotional learning helps students make responsible and constructive decisions.

SECTION III

Procedural Safeguards

It is important that *ALL STAFF* be familiar with the following definitions and parameters to protect the civil rights of students and families.

Removal from Class

A “removal” is a disciplinary exclusion from a classroom for all or part of a single class period provided such exclusion shall not exceed 90 minutes. Teachers are authorized to remove students from class when the students deliberately cause a serious disruption of the educational process within the classroom (this means the student is posing a danger to themselves or others). No student shall be removed from class more than six times in any school year or more than twice in one week unless the student is referred to the building principal (or designee) and granted the opportunity for an informal hearing in accordance with the procedures governing suspensions described below. Any teacher who removes a student from a classroom shall send the student directly to a supervised area or room designated by the principal and shall immediately inform the principal or the designee of the student’s name and reason for such disciplinary action; the student must be supervised at all times. The principal may after an informal conference with the student and the teacher when available reinstate the student to the class from which he/she was removed if the principal is satisfied that the student shall not continue the disruptive conduct that led to the removal in the first place.

The principal or designee must notify the parents of any student removed from a classroom within 24 hours of such removal. Such notification shall state the reason for the removal.

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

Detention

A “detention” is a disciplinary action in which students are required to remain in a designated and supervised space for a specified amount of time outside of school hours. Detention serves to give students the opportunity to make up classwork and receive academic and social emotional support as well as other restorative supports and services.

In-School Suspension and Out-of-School Suspension

All Norwalk Public School suspensions should be in-school suspensions unless the student poses a serious safety risk to staff or other students or disrupts the educational process to such an extent that instruction in the building cannot continue.

All suspensions should be in-school suspensions unless during the hearing the school administrator determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the suspensions should be out-of-school.

All suspensions from school shall be in-school suspensions unless the administration determines that an out-of-school suspension is appropriate for such pupils based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupils, 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.

An in-school suspension may be served in the school that the pupil attends or in any other school building under the jurisdiction of the local or regional board of education.

School closures and holidays do not count towards the term of the suspension; in these instances, the amount of days school is not in session will be added to the end of the suspension period.

In-School Suspension

In-school suspension (ISS) is a procedure in which the assigned student spends any part of a school day that extends beyond 90 consecutive minutes in a restricted area away from the rest of the students. Any student removed from class for any reason for more than 90 minutes must be treated as having been suspended in-school, and the appropriate steps must be followed.

The ISS setting will be held in an appropriate location in the school and will be properly supervised by a school-based staff member designated by the principal.

All assignees to ISS will not be considered absent for the day. The supervisor will be allowed to assign only one additional day of ISS. After serving ISS, the student will not have to return to school with a parent or guardian. Each school should attempt to limit the number of ISS students to no more than 20. A student who intentionally misses ISS will be subject to further administrative action. School assignments shall be provided to the student for the duration of the time assigned to ISS.

Out-of-School Suspension

It is Connecticut state law (Ch. 170 Sec. 10-233c) that a student must be given in-school suspension as a reasonable consequence previous to receiving an out-of-school suspension, except in cases of emergency suspension.

Out-of-school suspension should be used only after all other interventions have been exhausted.

An out-of-school suspension is an exclusion from school attendance for a definite period of time, not to exceed 10 consecutive school days provided such exclusion should not extend beyond the end of the school year in which the suspension was imposed. Each day of suspension shall be considered an excused absence. Students are not required to be accompanied by a parent upon their return to school although it is recommended that if there are valid concerns by the school with regard to the safety of the student returning from suspension or other students and/or staff members, the school shall follow the appropriate steps to communicate these concerns to the parent(s)/guardian(s), relate the expectations that the student is encouraged to adhere to in order to maintain a safe learning environment, and, if necessary, put a plan in place in order to ensure the safety of all and effective re-entry of the student into the school community.

(See Appendix I.c for Connecticut General Statute regarding this issue)

Pre-K- 2 Suspensions

Principals are to notify their respective Executive Director of School Leadership of any suspension that involves a student in grades PK-2. If suspended, such suspension shall be an in-school suspension, except the principal or designee may impose an out-of-school suspension on any pupil in grades preschool to two, inclusive, if the principal or designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds is of a violent or sexual nature that endangers persons.

Emergency Suspension

An emergency suspension means exclusion from school attendance for as long as the emergency exists but no more than three consecutive school days.

An emergency shall mean a situation where the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school. The unavailability of an administrator shall not be a basis for postponing a hearing. The principal may suspend students without prior notice or informal hearing if an emergency as described above exists. In so suspending, the principal shall announce

the duration of the disciplinary action and inform the student that he or she is to return to school at the end of that period. In an emergency situation, the notice shall be given and an informal hearing shall be held as soon as possible after the exclusion. See Appendix II for further information regarding Emergency Suspension.

(See Appendix II for Connecticut General Statute regarding this issue)

Expulsion

Expulsion is an exclusion from school attendance and privileges for more than 10 consecutive school days. According to Connecticut General Statutes, section 10-233a (e), an expulsion period may extend beyond the end of the school year in which such expulsion was imposed but not beyond a period of one calendar year.

Discretionary and Mandatory Expulsions

A principal may consider recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where the principal has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.

A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the Administration has reason to believe:

- was in possession on school grounds, on school transportation, or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
- off school grounds possessed a firearm as defined in 18 U.S.C. § 921 in violation of Conn. Gen. Stat. § 29-35 or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
- was engaged on or off school grounds or school transportation in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)) whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

The terms “dangerous instrument”, “deadly weapon”, “electronic defense weapon”, “firearm”, and “martial arts weapon”, are defined above in Section I.

In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “firearm” is defined above in Section I.

Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a pre-school program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

Prior to an expulsion hearing being convened, the school and its administration are required to submit to the superintendent or designee a completed Request for Administrative Action (Expulsion Packet).

Emergency Exception

Except in an emergency situation, the Board of Education shall prior to expelling any student conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

Hearing Panel

a. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present provided that no less than three (3) affirmative votes to expel are cast.

b. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter provided that no member of the Board may serve on such panel.

Hearing Notice and Rights of the Student and Parent(s)/Guardian(s)

a. Written notice of the expulsion hearing must be given to the student and if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing.

b. A copy of this Board policy on student discipline shall also be given to the student and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

c. The written notice of the expulsion hearing shall inform the student of the following:

- The date, time, place, and nature of the hearing, including if the hearing will be held virtually via video conference.
- The legal authority and jurisdiction under which the hearing is to be held including a reference to the particular sections of the legal statutes involved.
- A short, plain description of the conduct alleged by the Administration.
- The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- The student may cross-examine witnesses called by the Administration.
- The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- A student is entitled to the services of a translator or interpreter to be provided by the Board of Education whenever the student or the student's parent(s) or guardian(s) require the services of an interpreter because they do not speak the English language or are disabled.
- The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation and shall not be permitted to attend or participate in any school-sponsored activities except for the student's participation in any alternative educational opportunity provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

Stipulated Agreements

In lieu of the procedures used in this Section, the Administration and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures and language indicating that the Board in its discretion has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board in its discretion has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

Students with Disabilities

Students with disabilities have rights afforded to them to ensure that their behavior is not interfering with their education. They are entitled to have their Individual Educational Plan (IEP) address their behavior, to undergo a functional Behavior Assessment (FBA), and as a result, be given a Behavioral Intervention Plan (BIP) for any behaviors that are impacting their ability to access their education. A student with disabilities must not be suspended for more than ten (10) total days per school year without the district conducting a manifestation determination review PPT meeting. In best practice, however, a PPT meeting to review behavior should be held as soon as any behavioral concerns become apparent.

Therefore, if a special education student is referred for expulsion or suspension for more than ten (10) school days in a given school year, the school shall convene a manifestation determination PPT as soon as possible after the recommendation for such discipline was made. The purpose of the PPT meeting is to review the relationship between the student's disability and the disciplinary incident(s) behavior and to determine whether the student's behavior is a manifestation of his/her disability. During the process of a manifestation review, a student should be provided the services entitled to him or her under the IEP.

Developmentally Age-Appropriate Conduct/Discipline

The State Department of Education indicates that the age, grade level, and developmental, social, and emotional stage of a student may be a mitigating factor in cases involving young students who may not have the developmental maturity to be effective social problem solvers. 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 racial, ethnic, linguistic, and cultural identity. 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. It is important for administrators to build upon individual student strengths to diminish undesirable behaviors.

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

Off-School-Grounds Misconduct

Students are subject to discipline up to and including suspension and expulsion, for misconduct of the types set forth in this guide, even if such misconduct occurs off school property and during non-school time as outlined below.

Such disciplinary incidents may result when:

- The incident was initiated in the school or on school grounds or occurred during a school-sponsored activity or while the student was waiting or receiving transportation.
- The incident occurred or was initiated off school grounds and non-school time and if the misconduct is seriously disruptive to the educational process in that it markedly interrupts or severely impacts the day-to-day operation at the school including but not limited to the internet and on social media platforms.
- The student used or possessed a firearm or used a deadly or dangerous weapon in committing a crime off school property.
- The student offered for sale or distributed to another person any illegal drug off school property.

In deciding, as to whether the off-school misconduct is seriously disruptive of the educational process, the Board of Education or its Hearing Officer must consider:

- The proximity to the school
- Involvement of other students or gangs
- The use of violence or weapons and any injuries
- Involvement of alcohol
- Any other relevant factor

Bullying

All potential and alleged bullying should be reported to a NPS staff member. The staff member should provide the student or family with the NPS Bullying Complaint Form. These forms should be readily available in the main office or the family will be provided with an electronic version of the bullying complaint form. Administrators are encouraged to facilitate in-service professional development on how to fill out these forms for administrators and are likewise encouraged to provide parents/guardians with an informational session on how these forms are accessed, completed, and what the procedure will be after completion of the form, which would be triage, investigation, and verification of bullying incidents. Administrators are required to provide parents with information on how to report alleged bullying on an annual basis. All allegations of bullying are to be kept in the Bullying/Harassment Log at the school, and the log of the number of allegations and how many were considered verified or not can be produced upon request in the main office and readily available for public inspection in accordance with state law/district policy.

(See Appendix I for Norwalk Public School Bullying Complaint Form)

The Norwalk Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board 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 Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

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

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

Bullying shall include but need not be limited to a written, oral, or electronic communication, or physical act or gesture based on any actual or perceived differentiating characteristics, such as 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, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive, and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing, and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

It is important not to misuse the term bullying for every behavior problem. Identifying what a behavior really is helps us to select the most appropriate intervention strategies. To distinguish bullying from student conflict there are three basic ways to know the difference.

The student doing the bullying

- Picks on his/her target day after day (**repetition**),
- Wins because his/her target is smaller, younger or less socially able to cope (**power imbalance**),
- Enjoys seeing his/her target afraid and upset (**intent to harm**).

(National Education Association)

Safe School Climate Committee

All schools are required to have a Safe School Climate Specialist and a Safe School Climate Committee (School Climate and Culture Committee). The Safe School Climate Specialist is responsible for the investigation of all bullying reports as well as chairing the Safe School Climate Committee (School Culture and Climate Committee) that is charged to ensure compliance with the District Safe School Climate Plan including the maintenance of the Bullying/Harassment Log in PowerSchool and investigations and verification of bullying by a student. In addition, the Safe School Climate Specialist is responsible for communicating with all pertinent parties including parents/guardians and staff members. It is recommended that the Safe School Climate Committee (School Culture and Climate Committee) meet monthly and no less than quarterly to evaluate existing systems for reporting and responding to bullying as well as implementation and sustainability of existing programming that promote a safe and nurturing learning environment including student programming and staff professional development

Truancy

Connecticut State Law requires children living in the school district to regularly attend public school or show that they are elsewhere receiving equivalent instruction in the studies taught in the public schools. The Board of Education believes that regular school attendance is essential to the academic success of its students. Therefore, it is the policy of the Board to monitor school attendance to identify students who are truant and to enlist the cooperation of parents and when necessary the Juvenile Justice System in order to address the problem of truancy when it arises.

Tuant student: Any enrolled student five (5) to 18 years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

Unexcused absence: The non-appearance of an enrolled student on a regularly scheduled school day that the building principal (or designee) has determined is not excused.

Excused absence: The non-appearance of an enrolled student on a regularly scheduled school day for any of the following reasons:

- Student's health including medical appointments. (Note: The school administration may require medical certification for frequent health-related absences.)
- Religious holidays
- Funeral, death, or serious illness in the family
- Court appearance
- Documented college visits
- Approved school activities including field trips and sporting events
- Suspension or expulsion
- Failure of the school district to provide required transportation
- An extraordinary circumstance with the approval of the building principal

Dress Code

In order to maintain an environment conducive to the educational process, the Norwalk Board of Education (the "Board") prohibits the following from wear during the academic school day:

- Coats, jackets, or other attire normally worn as outerwear. Outerwear includes coats, jackets, wind-breakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outer wear shall not be worn, carried, or kept in the classroom during regular school hours.
- Head coverings of any kind including but not limited to scarves, bandannas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours. Approved coverings worn as part of a student's religious practice or belief or as required or permitted in conjunction with school district health and safety protocols shall not be prohibited under this policy. Nothing in this policy shall be construed to prohibit protective hairstyles. "Protective hairstyles" includes but is not limited to wigs, headwraps, and hairstyles such as individual braids, cornrows, twists, Bantu knots, afros and afro puffs.
- Items listed above must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by the administration.
- Footwear which marks floors or is a safety hazard.
- Sunglasses whether worn or carried unless required pursuant to a documented medical issue.
- "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.

- Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures which are likely to disrupt the educational environment.
- Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute “fighting words” including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
- Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- Shirts and/or blouses that reveal the abdomen, chest, or undergarments.
- See-through clothing, tank tops, or sleeveless shirts.
- Shorts, miniskirts, or pants that reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.
- Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board’s policy on student discipline.

Use of Private Technology Devices by Students

Students may possess privately owned technological devices on school property and/or during school-sponsored activities in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Board technology resources: Refers to the Norwalk Board of Education’s (the “Board’s”) computers and instructional technologies, communications and data management systems, informational technologies and the Internet, and any other technology resources owned and/or used by the school district and accessible by students.

Privately owned technological devices: Refers to privately owned desktop computers, wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include but are not limited to desktops, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, personal audio players, I-Pads or other tablet computers, walkie-talkies, Blackberries, personal data assistants, I-Phones, Androids, and other electronic signaling devices.

Privately owned technological devices may not be used during instructional time except as specifically permitted by instructional staff or unless necessary for a student to access the district’s digital learning platform or otherwise engage in remote learning.

On school property, at a school-sponsored activity, while in use for a remote learning activity, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include but are not limited to:

- Sending any form of a harassing, threatening, or intimidating message at any time to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;

- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene, obscene as to minors, or contains pornography;
- Cyberbullying;
- Using such device to violate any school rule including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged while the device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

The Board may permit students using their privately owned technological devices to access the Board's computers and instructional technologies, communications and data management systems, informational technologies and the Internet, and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including but not limited to the Safe School Climate Plan, the Student Discipline Policy, and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users not to provide privacy to the individual system user. The system's security aspects, message delete function, and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Drug and Alcohol Use by Students

The Norwalk Board of Education (the "Board") is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240 or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral as appropriate in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior. Any student in the Norwalk Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.

SECTION IV

School-based Systems

All schools within the Norwalk Public School System are required to have school-based systems/committees in place in their schools. It is the responsibility of the principal to make sure the systems/committees have been established and function to help maintain an orderly school environment.

Responding to Behavioral Incidents

Classroom-Managed vs. Office-Managed Behaviors

Administrators are encouraged to facilitate in-service professional development with their staff to determine what behaviors will be considered “classroom-managed” and what behaviors will be “office-managed.” These are often referred to as “minor” and “major” behaviors with the minors being classroom-managed and majors, which are very serious behaviors, being office-managed.

Classroom teachers are expected to establish routines and practices in their classrooms, and these routines and practices should include certain rules or expectations focused on managing behavior. PBIS schools should already have three to five simple and clear behavioral expectations or school rules that can be applied in the classroom. Teachers should also have escalated consequences and strategies that proactively deter inappropriate behavior. These strategies may include but are not limited to planned ignoring, redirection, proximity techniques, and other strategies delineated earlier.

Teachers are expected to manage minor behaviors on their own in any school setting. These behaviors may include gum chewing, minor defiance, cellphone usage, and minor disruptions (e.g., calling out, chattering, and tapping a pencil on a desk).

Major behaviors are behaviors that should be office-managed. These can include but are not limited to fighting, major disruption of the learning environment, skipping class, and leaving the room without permission. It is recommended that administration establish a chain of command regarding how they will respond to these types of incidents, documenting interventions utilized in response to these behaviors. Behavioral concerns can be addressed by the behavioral technicians in some buildings; however, behavioral technicians are not allowed to suspend students and are encouraged to ask administration for help with any matter they find questionable. For example, a behavioral technician may administer a lunch detention for a student who is being defiant, but if a student shows physical aggression toward a student or staff member, the behavioral technician should consult with an administrator as soon as possible. A student should not be suspended out of school without clear documentation that other interventions have been utilized first.

These minor vs. major behaviors should be established by the school staff so that the expectations are clear and consistent. This could be done with the staff at a faculty meeting in the beginning of the year or over a professional development session(s) prior to school starting. It also allows for accountability on the behalf of the teachers and administrators as to what administrators expect to be handled in the classroom and what staff expects to be handled by administration.

Removal of a Student from Class

There are times when a student may need to be removed from the classroom setting or from another school setting due to safety concerns or continued disruption of the learning environment. Schools are expected to establish procedural guidelines for how students will be removed from a setting. One example is as follows: A teacher is unable to continue teaching due to a continued disruption by a student. The teacher calls the office. Office staff radios a school safety officer or behavioral technician to attempt intervention. If the staff member is unable to ensure that the student remains in compliance, he or she asks the student to be escorted voluntarily to a designated area. Staff process with the student about the behavioral expect-

tations, discuss alternative behaviors, and once the student is deemed ready to return, the teacher is called to ensure that the teacher is ready for the student to return. This is important as the student has been de-escalated and the teacher may not be physically or emotionally ready for the student to return, which may lead to the student being re-escalated. It is expected that the essential function of intervention is to maximize instructional time; therefore, the student should not be out of class any more time than is necessary. Please note that 90 minutes constitutes an in school suspension.

Crisis Team

In times where a student may be experiencing crisis, an emotional breakdown, and/or is engaging in extremely unsafe behaviors (i.e. self-injury, suicidal ideation, assaultive behaviors, extreme property damage), schools are expected to establish a protocol for safe handling of these situations. Behavioral technicians must be trained in Crisis Prevention Intervention (CPI) for Nonviolent Physical Crisis Intervention as a condition of employment with the understanding that physical intervention is an absolute last resort. School social workers should also be aware of the protocol and may be instrumental in the drafting and implementation of such protocol.

This crisis protocol should include guidelines regarding what the steps to the crisis intervention should be. The procedure should include how long into an intervention before emergency psychiatric mobile crisis services should be contacted. Parental/guardian permission is required to call mobile crisis but is not for medical transport. It is highly recommended that the school contact the parent/guardian in either case to make them aware of the steps being taken to ensure the student's safety.

Procedure for Non-Violent Crisis Intervention

In order to provide a safe environment for all students, a staff protocol procedure has been established for responding to students who engage in highly aggressive and unsafe behaviors. This is a tool for safe intervention as well as a guide for crisis management for all staff.

Teacher/staff member calls the main office and requests a behavioral technician or other designated staff member for intervention.

- 1.** If the child is physically aggressive and potentially dangerous to other students or staff, staff is instructed to call the main office and ask for school safety officer (SSO) intervention briefly describing the nature of the call. For example, "Johnny is throwing chairs on the floor."
- 2.** Behavioral technician, other adult with whom the student has a connection, or SSO escorts the student to a safe location and attempts to verbally de-escalate or assists in removing the other students from the area to increase safety and remove audience.
- 3.** Call in personnel that has the best rapport/relationship with the individual to attempt verbal de-escalation
- 4.** If physically aggressive behavior continues, staff must use discretion for physical intervention in accordance with the "Use of Force Policy." And first consider:
- 5.** If 15 minutes have passed and the student remains in an escalated state, staff is instructed to contact the school social worker (SSW) for intervention and support and to complete a risk assessment. (See Suicide Protocol and Policy and Risk Assessment Form for Suicidal and Homicidal Ideation, plan, and attempts).
- 6.** If escalation continues, staff contacts the school nurse. The nurse assesses safety concerns, and the team confers regarding next steps such as review of BIP and involving all available staff that offer services to the student (e.g. paraprofessional, ELL teacher, special education case manager).
- 7.** Administrator(s) are contacted and informed of situation and asked to participate.
- 8.** Parent is contacted and advised of the incident and intervention strategies with a summary of the assessment by the team followed by possible scenarios (e.g., medical transport, mobile crisis).
- 9.** If student is unable to exhibit safe behavior(s), to process with staff, and continues to remain in an escalated physically aggressive state, the team makes the assessment regarding the appropriate response (e.g. parent intervention, medical transport, mobile crisis).

All the above noted steps are open to discretion and may vary on case-by-case scenarios. Best professional judgment must be exercised when assessing situations and outcomes. Safety is the main goal of this procedure.

Progressive Discipline System

Administrators are encouraged to use progressive discipline while addressing continuous behavioral incidents. They are to use disciplinary strategies that are developmentally appropriate while reviewing the discipline record of the student involved in the incident. The administrative action should escalate with every incident and should be reviewed for supports and interventions along the way. Administration is expected to review all Incident Referral and encourage the documentation of behaviors by staff.

Administration will use the Incident Referrals to determine what the appropriate administrative action will be as well as to progress monitor behavior and teacher interventions and supports. For example, an administrator is faced with an Incident Referral for a student that was involved in a physical altercation with another student. The administrator will pull all of the hard copies of the Incident Referral as well as any other pertinent data on the students. After review it may be found that the student has a pattern of physical aggression towards peers. After further review, it is found that there have already been conferences with the parent, and the student has been given lunch detention and after-school detention as escalating consequences for continued behavior. At this point, the administrator may choose to suspend the student for one day of in-school suspension (ISS). The following incident may be two days of ISS, the next three days of ISS, the next one day out-of-school suspension, etc.

Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)

For students who have multiple or chronic Incident Referrals, the school is responsible for implementing interventions and supports for the student to prevent further incidents and/or suspensions. The administrator may ask that the teacher consult with a special educator and other team members (behavioral technician, SSW) to develop a Behavior Support Plan or Enhanced Classroom Management plan and possibly a Safety Plan prior to the formal Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) process. Parents/guardians must consent to a FBA and BIP interventions and be involved in their implementation. If Incident Referrals stop and the behaviors decrease or disappear, the plan will be considered effective. If the student is not showing progress, the administrator will ask for a review of the BIP. It is possible the BIP will need to be re-implemented or changed to ensure success. All parties involved should be collecting data in a four- to six-week cycle to assess effectiveness or to be used in an ensuing SAT or PPT process.

Please be advised that the above does not reflect an exact protocol mandated by Norwalk Public Schools. Please consult with your special education staff for further elaboration on law/policy around the FBA/BIP, or you may contact the Norwalk Public Schools Department of Special Education for further assistance.

Sample Office Incident Referral Procedure

1. Filling out an Incident Referral: Ensure that all demographic information is correct to the best of your knowledge. State the accurate time and location. For example, if the incident happened at 9am and completion of the Incident Referral occurred at 10am, make sure to put 9am in the TIME section as opposed to when the Incident Referral was completed. Please check ALL relevant minor or major incidents that pertain to the incident. Check ALL appropriate staff actions, and complete the Summary of Events and the Corrective Measures section of the form.
2. Upon completion of an Incident Referral, it is to be sent/taken DIRECTLY TO THE DESIGNATED STAFF MEMBER. The Administrator has 72 hours to respond/communicate the end result to staff.
3. The administrator handles the Incident Referral in accordance with the progressive discipline model.
4. Turnaround time on referrals should be 72 hours, and parents/guardians should be contacted for ALL major incidents on the same day of the incident even if the school is still in the process of investigating.
5. Discipline data will also be available electronically if/when requested by the teacher(s) from behavior technicians and operations manager via PowerSchool.

Each school has a School Culture and Climate committee which reviews Incident Referral and disciplinary trends and offers suggestions for improvement and strategizes as to how to ameliorate the schools culture and climate based on the data review. The committee meets at least monthly. Many schools have wrapped the disciplinary Committee into the School Culture and Climate committee which also reviews PBIS implementation and RAP implementation where relevant.

(See Appendix I for Norwalk Public School Bullying Complaint Form)

Attendance Committee

Every school should have an Attendance Committee/Team that is charged with looking at attendance data and addressing concerns for individual students who are or may be chronically absent. The committee/team should meet at least quarterly, and it is recommended that they meet once a month to identify students that are raising concerns regarding attendance. Schools that are above the district average for chronic absenteeism are recommended to meet once a week. The committee should strategize and develop procedures around communicating with the parent/guardian of the student their concerns about attendance, reminding parents about the expectations for student attendance and truancy laws, identifying barriers that hinder attendance, and working together with parents/guardians to provide supports to assist them in overcoming these barriers. The committee should also be aware of procedures for Youth Service Bureau referrals and referrals to the Department of Children and Families for educational neglect.

SECTION V

Disciplinary Incidents

The following sections were compiled as a comprehensive list of potential disciplinary incidents (separated into Levels I, II, and III) based on a review of past behavioral incidents of students both in the Norwalk Public School System and other Connecticut school districts.

While the list is extensive, **it is by no means considered to be absolute**. Thus, other consequences may occur, which are not included in this list. In these cases, the disciplinary team should apply similar standards as described in the three levels offered when assigning disciplinary action. In all cases listed below, administrators are advised that documentation of the incident is required by law, and thus at a minimum the incident, infraction and supports must be logged in PowerSchool. **In all cases where an Out-of-School Suspension or a more severe action other than those listed is considered, a Request for Administrative Action Form must be completed and submitted to the Safety and Security Supervisor by close of business on the day of the incident for approval.**

For purposes of this document, all behavior that is disruptive to the learning process should be addressed by school administrators and staff, i.e. smoking, lewd behavior, vulgarity, etc. In these cases, interventions should be applied that negate these behaviors and impress on the student the need to follow school rules. In cases where a student repeats these incidents and initial interventions are unsuccessful, school administrators are instructed to apply a stricter response.

Level I Incidents

Conduct that is disorderly/disruptive and/or insubordinate- **All Level I infractions require one (1) documented support to be logged in PowerSchool.**

Code	Incident Type	Description	Possible Consequences
3628	Disruptive behavior	Disruption of the educational process; or causing a disruption in the hallway, cafeteria or other area of the school.	(1) day classroom removal- three (3) days ISS
3630	Attendance policy violation	Violation of state, school or district policy related to attendance.	Parent contact Parent meeting Referral for services
3631	Skipping/Cutting Class	Unexcused absence from class	One (1) day detention- One (1) day ISS
3632	Tardiness	In accordance with NPS policy	One (1) day detention- One (1) day ISS
3633	Truancy	In accordance with NPS policy	Parent contact Parent meeting Referral for services
3635	Leaving school grounds	Leaving school grounds without permission	One (1) day detention- One (1) day ISS
3638	Dress code violation	In accordance with NPS policy	One (1) day detention- One (1) day ISS
3639	Trespassing	Unauthorized entering of NPS property	One (1) day detention- Three (3) days OSS
3640	Poor grades	Accumulation of zeros or other unacceptable grades.	Parent contact Parent meeting Referral for services
3646	Behavior referrals	Violation of the NPS Behavioral Interventions Guide	One (1) day detention- One (1) day ISS
3647	Removal from class	Removal from class for disrupting the educational process	One (1) day detention- One (1) day ISS
3648	Leaving class without permission	Removal from class for disrupting the educational process	One (1) day detention- One (1) day ISS
3652	Harassing/prank phone calls	Harassing/prank phone call.	One (1) day detention-

			One (1) day ISS
3654	Inappropriate sales	Inappropriate sale of snacks, or other materials (does not include drugs, prescription drugs, stolen property, or other contraband).	Parent contact Parent meeting
3655	Littering	Littering	One (1) day detention- One (1) day ISS
3670	Unauthorized use of computers	In accordance with NPS policy	One (1) day classroom removal- Three (3) day ISS
3671	Cell phone violation	In accordance with NPS policy	One (1) day classroom removal- One (1) day ISS
3680	Eating in unauthorized area	Eating in unauthorized area	Student conference- One (1) day detention
3689	Excessive talking	Excessive talking	Student conference- One (1) day detention
3690	Failure to complete assigned work	Failure to complete assigned work	Student conference- Referral for services
3830	Possession of tobacco/nicotine For "use" see policy 3831 (Please refer to ED166 for types)	Possession of tobacco/ nicotine products on school grounds (cigarettes, electronic cigarettes, chewing tobacco)	One (1) day detention- One (1) day ISS

Level II Incidents

Conduct that is not considered violent, yet endangers the safety, morals, health or welfare of others. - **All Level II infractions require at least two (2) documented supports to be logged in PowerSchool.**

Code	Incident Type	Description	Possible Consequence
1430	Possession of stolen property	Possession of stolen property	One (1) day ISS- Three (3) days OSS
1431	Sale or intent to sell stolen property	Sale or intent to sell stolen property	One (1) day OSS- Five (5) days OSS
1711	Verbal altercation	Participation in an incident involving a verbal	One (1) day Classroom removal- One (1) day ISS

		confrontation (i.e., shouting match, yelling etc.)	
1713	Accessory to fight	Aiding in a fight in a nonviolent manner (acting as a lookout, recording the fight, failing to inform administration of the fight)	One (1) day ISS- Three (3) days OSS
1730	Throwing an object (serious)	Indicate the type of object thrown in the weapons category. Use this category if there is a victim with any level of injury.	One (1) day ISS- Three (3) days OSS
1800	Harassment	Creating an intimidating or hostile educational (or work) environment	One (1) day ISS- Three (3) days OSS
2800	Counterfeiting	Possession of counterfeit currency with the intent to distribute/use. The police/security personnel must be involved.	One (1) day ISS- Three (3) days ISS
2801	Possession of counterfeit currency	Possessing counterfeit bills. The police/security personnel must be involved.	One (1) day ISS- Three (3) days ISS
3510	Destruction of personal property	The destruction of personal property	One (1) day ISS- Three (3) days OSS
3500	Vandalism	Willful destruction or defacement of school property	One (1) day ISS- Three (3) days ISS
3601	Insubordination/disrespect	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient	One (1) day classroom removal- Three (3) days ISS
3604	Cheating	Obtaining, or attempting to obtain, credit for work via dishonest or deceptive means	One (1) day detention- Three (3) days ISS
3605	Forgery	Fraudulently making or altering a document	One (1) day ISS- Three (3) days ISS
3606	Plagiarism	To steal and pass off work as one's own without properly crediting the source	One (1) day detention- Three (3) days ISS
3607	Grade tampering	Unauthorized change of grades	One (1) day detention- Three (3) days ISS

3610	Disorderly conduct	Any behavior that seriously disrupts the orderly conduct of a school function or which substantially disrupts the orderly learning environment. For Disruptive Behavior see incident code 3628. For Breach of Peace, see code 1760.	Three (3) days ISS- Three (3) days ISS
3611	Throwing objects	Victimless incident in which student propels an object (a rubber band, paper, etc.).	One (1) day detention- Three (3) days ISS
3612	Motor vehicle infraction	Violation of school/district motor vehicle rules.	One (1) day ISS- Three days ISS *Loss of parking privileges
3620	Obscene behavior	Any behavior that is offensive to morality or decency (lewd behavior, indecent exposure, mooning, etc.)	One (1) day detention- Three (3) days OSS
3621	Obscene gestures	A movement or positioning of the body that is offensive or vulgar	One (1) day detention- Three (3) days OSS
3622	Obscene written messages	Any communication that is offensive or indecent. This includes written and electronic communication	One (1) day detention- Three (3) days OSS
3623	Displays of affection	A physical act of intimacy (kissing, etc.).	One (1) day detention- Three (3) days ISS
3624	Obscene language/profanity	Offensive or indecent language	One (1) day detention- Three (3) days OSS
3625	Pornography	Possession or distribution of printed or electronic material of a sexual nature.	One (1) day detention- Three (3) days ISS
3626	Spitting	Ejecting saliva forcefully from one's mouth.	One (1) day detention
3627	Inappropriate behavior	Horseplay, play fighting	One (1) day classroom removal- Three (3) days OSS
3629	Risk of injury	Behavior that potentially could result in injury.	One (1) day detention- Three (3) days OSS
3634	Failure to attend detention or ISS	Unexcused absence from an assigned detention or ISS.	One (1) day detention- Three (3) days ISS
3641	Presence in an unauthorized area	Being in an unauthorized area.	One (1) day detention- Three (3) days ISS

3642	Refusal to identify	Refusal to provide student identification/ID Badge.	One (1) day detention- Three (3) days ISS
3644	Accumulation of detentions	Accumulation of five (5) or more detentions in an academic school year.	One (1) day ISS- Three (3) days ISS
3649	Safety code violations	Safety code violations	One (1) day ISS- Three (3) days
3650	False fire alarm	Intentionally activating the fire alarm	One (1) day ISS- Three (3) days
3651	Calling 911	Intentionally calling 911 with a fake emergency	One (1) day ISS- Three (3) days
3653	False information/lying	Intentionally giving false or misleading information to school personnel.	One (1) day detention- Three (3) days ISS
3660	Gambling	Placing a wager on the outcome of an activity	One (1) day detention- Three (3) days ISS
3674	Inappropriate recording	Inappropriately recording individuals	One (1) day detention- Three (3) days ISS
3681	Pulling chair out from beneath and individual	Pulling chair out from beneath an individual	One (1) day detention- Three (3) days ISS
3682	Public urination	Public urination	One (1) day detention- Three (3) days ISS
3683	Sleeping in class	Sleeping in class	One (1) day detention Referral for services
3685	Misuse of hall pass	Misuse/falsifying hall pass	One (1) day detention- One (1) day ISS
3687	Unprepared for class	Unprepared for class	Parent contact- One (1) day detention
3688	Failure to comply with agreement/behavior plan	Failure to comply with agreement/behavior plan	As per the agreement
3831	Use of tobacco/e-cigarette (Please refer to ED166 for types)	Use of nicotine products on school grounds (cigarettes, electronic cigarettes, chewing tobacco)	One (1) day detention- Three (3) days ISS

Level III Incidents

Conduct that is violent and endangers the safety, moral, health or welfare of others. - **All Level III infractions require two (2) documented supported to be logged in PowerSchool.**

Code	Incident Type	Description	Possible Consequence
1100	Arson	The reckless destruction or damage to a building or other school property by intentionally starting a fire or causing an explosion.	One (1) day OSS- Five (5) days OSS

1110	Reckless burning	Intentionally starting a fire or causing an explosion, and thereby recklessly places a building in danger of destruction or damage. Lighting paper on fire, a garbage can fire, setting a person's personal property on fire etc.	One (1) day OSS- Five (5) days OSS
1400	Burglary/breaking and entering	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime	Three (3) days ISS- Five (5) days OSS
1410	Theft	The unlawful taking of property belonging to another person without threat of bodily harm or violence.	Three (3) days ISS- Five (5) days OSS
1420	Robbery	The taking or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances using force, fear or the threat of violence. For example, threatening to beat up a student if he does not give up his lunch money. Note: The difference between robbery and theft is that in a robbery, the victim is present and there is either the threat of or actual physical harm.	One (1) day OSS- Five (5) days OSS
1700	Fighting/altercation/physical aggression	Participation in an incident that involved a physical confrontation in which one or more participants received a minor physical injury. A minor injury is one that does not require professional medical attention, such as a scrape on the body,	Three (3) days ISS- Five (5) days OSS

		knee, or elbow; and/or minor bruising. Medical attention from the school nurse qualifies the injury as minor unless further medical attention is required.	
1710	Physical altercation	Participation in a confrontation, or some type of physical aggression that does not result in any injury. Use this incident type when one person strikes another (causing no injuries), and the altercation is broken up prior to the other participant retaliating.	Three (3) days ISS- Five (5) days OSS
1712	Inciting a fight/riot	Causing or instigating a fight or riot.	Three (3) days ISS- Five (5) days OSS
1720	Battery/assault	Striking another person with the intent of causing serious bodily harm to the individual.	Three (3) days ISS- Five (5) days OSS
1740	Serious disorderly conduct	Security/police were called, an injury may have occurred, and/or there was a major disruption to the educational process.	Three (3) days ISS- Five (5) days OSS
1750	Gang activity	Any misbehavior deemed gang related.	One (1) day OSS- Five (5) days OSS
1760	Breach of peace	Any misbehavior which results in unrest or disturbance of the learning environment.	One (1) day ISS- Five (5) days OSS
1810	Threat/intimidation	Physical, verbal, written, or electronic communication (without physically displaying a weapon and without a physical attack) which results in fear of harm. Use code 1817 if police are contacted or a weapon is involved.	Three (3) days ISS- Five (5) days OSS

1811	Racial slurs/hate crimes	An incident involving characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability. If the incident is not directed at a particular individual do not include a victim.	One (1) day detention- Five (5) days OSS
1813	Hazing	The imposition of strenuous and/or humiliating tasks as part of an initiation.	One (1) day detention- Three (3) days OSS
1817	Threats of bodily harm	Similar to Incident Type 1810, however, police are notified due to severity of threat. A weapon may be involved. This code should be used for death threats.	Three (3) days ISS- Five (5) days OSS
1818	Physical intimidation	Subjecting a person to physical intimidation (such as cutting a person's hair, striking a match or lighter near a person, etc.).	Three (3) days ISS- Five (5) days OSS
1820-1823	Foreign substance in food/drink (Please refer to ED166 for types)	Intentionally placing a foreign substance in a person's food or drink that could seriously harm the individual.	Three (3) days ISS- Five (5) days OSS
1824	Foreign substance onto a person	Spraying or otherwise placing a foreign substance on a person with the intent of causing harm or making a person uncomfortable.	Three (3) days ISS- Five (5) days OSS
1825	Intentionally endangering an individual(s)	The intentional cause of immediate danger to persons or person such as	Three (3) days ISS- Five (5) days OSS

		placing them in contact with a caustic substance (latex gloves, peanuts, etc.).	
1900	Harassment (sexual)	Inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.	Three (3) days ISS- Five (5) days OSS
1901	Image-Based sexual abuse	Non-consensual distribution, or threat of distribution, of media that is explicit with the intent to emotionally harm or retaliate against an individual. The item may have previously been shared consensually.	Three (3) days ISS- Five (5) days OSS
1910	Sexual Battery	Oral, anal, or vaginal penetration forcibly or against the will of a person or where the victim is incapable of giving consent. Sexual contact forcibly and/or against the will of a person or where the victim is incapable of giving consents because of his/her youth and/or mental incapacity. For example, rape, fondling, indecent liberties, child molestation, sodomy, or statutory rape	Ten (10) days OSS
1920	Sexual offense	Sexual intercourse, sexual contact, or other behavior intended to result in mutual sexual gratification. There is no force or the threat of force. Fondling or oral sexual contact are examples.	Three (3) days ISS- Five (5) days OSS
2000	Homicide	Murder or manslaughter	Ten (10) days OSS
2050	Attempted suicide	Requiring psychiatric	Referral for supports

		evaluation; sanction must be consistent with incident.	
2060	Self-injurious behavior	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	Referral for supports
2061	Psychotic episode	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	Referral for supports
2062	Psychotic break	Behavior leading to the immediate removal from school/class. Requiring psychiatric evaluation; sanction must be consistent with incident.	Referral for supports
2100	Stabbing	The intentional puncturing of the skin using some type of sharp instrument. The type of weapon used (knife, pencil/pen) must be indicated.	Five (5) days OSS- Ten (10) days OSS
2200	Blackmail	The extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior. Law enforcement must be notified.	Five (5) days OSS- Ten (10) days OSS
2300	Kidnapping	To seize, transport, and/or detain a person or a minor against their will by either force or fraud	Five (5) days OSS- Ten (10) days OSS
2310	Transporting students off school grounds	Transporting students off school grounds without the consent of his/her custodial parent(s), legal guardian, or school authorization.	Three (3) days ISS- Five (5) days OSS
2700	School threat/bomb threat	Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building, property or	Five (5) days OSS- Ten (10) days OSS

		harm to students and/or staff (e.g., bomb threat, chemical/biological threat, terrorist threat). The police/security personnel must be involved.	
3643	Accumulation of suspensions	Accumulating five (5) or more suspensions in an academic school year.	One (1) day ISS- Five (5) days OSS
3600	Arrest off school grounds	Incident resulting in student arrest	Three (3) days ISS- Five (5) days OSS

3700-3 798	Weapons (Please refer to ED166 for weapon types)	Possession of a weapon	One (1) day ISS- Ten (10) days OSS
3801-3 806	Alcohol (Please refer to ED166 for alcohol types)	Possession or usage	Three (3) days ISS- Five (5) days OSS
		Sale or distribution	Five (5) days ISS- Ten (10) days OSS
3811-3 3822	Illicit drugs/prescription drugs (Please refer to ED166 for drug types)	Possession or usage	Three (3) days ISS- Five (5) days OSS
		Sale or distribution	Ten (10) days OSS- Mandatory expulsion
3851-3 858	Marijuana/THC (Please refer to ED166 for types)	Possession or usage	Three (3) days ISS- Five (5) days OSS
		Sale or distribution	Ten (10) days OSS- Mandatory expulsion

Appendix I

Norwalk Public Schools Report of Bullying Form/Investigation Summary

School _____ Date _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Appendix II

Incident Referral Form

Staff name _____ Date/Time _____

Student name _____

Date/time and outcome of parent/guardian contact _____

Date/time staff conferred with Guidance Department (if applicable) _____

Description of incident _____
