

BRIDGEPORT PUBLIC SCHOOLS



CODE OF CONDUCT

STAFF MANUAL

2011-2012

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Bridgeport Board of Education

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

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CODE OF CONDUCT

TABLE OF CONTENTS

Philosophy	4
Responsibilities	5
Suspensions	9
Procedural Safeguards	14
Offenses/Penalties	
-Type I	16
-Type II	22
-Type III	28
Other Related Rules	
- Searches	33
-Confiscation	33
-Reporting Crimes to the Police	33
-Physical Force	33
-Cheating	33
Policies	
-Attendance	33
-Uniform Policy	36
-Dress Code	38
-Hazing	41
-Bullying	42
-Network/Internet/E-mail	43
-Drug and Alcohol	44
-Complaints and Grievances	45
-Sexual Harassment	46
-Family Educational Rights and Privacy Act (FERPA)	49
APPENDIX A – Continuum of Consequences	51
APPENDIX B – Glossary of Terms	55
APPENDIX C – Disciplinary Offenses Index	58
APPENDIX D – Restorative Justice Goals	59
APPENDIX E – Acknowledgment of Receipt of Student Code of Conduct	60

Dear Students, Parents, Teachers and Administrators:

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

Warm regards,

Bridgeport Board of Education

OUR COMMITMENT

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

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

PREFACE

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

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

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

ADULT EDUCATION

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

EQUAL EDUCATION OPPORTUNITY

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

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

CODE OF CONDUCT POLICY

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

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

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

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

FORWARD THINKING CONDUCT

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

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

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

STUDENT RESPONSIBILITIES

All children enrolled within the Bridgeport Public Schools will:

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

PARENT RESPONSIBILITIES

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

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

SCHOOL RESPONSIBILITIES

Bridgeport Public School administrators and teachers have the responsibility to:

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

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

DISCIPLINARY OFFENSES:

The STUDENT HANDBOOK states as follows:

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

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

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

DISCUSSION:

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

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

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

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

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

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

Bus Discipline

Pupil passengers who have been assigned to a school bus must obey rules formulated by the Bridgeport Board of Education. Any misconduct on the bus which distracts the driver so as to endanger the safety of others will be the basis for the withdrawal of riding privileges. Warnings will be issued first for minor infractions of the rules. Assigned seating will be considered for those

who receive warnings. Three warnings will be a basis for consideration of withdrawal of riding privileges unless the violation warrants immediate suspension.

Bus Suspension

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

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

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

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

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

Removal from Class

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

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

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

Suspensions¹

Recently enacted legislation mandates that all suspensions from school shall be in-school suspensions unless the administration determines that the pupil being suspended poses such a danger to persons or property or such a serious disruption to the educational process that the suspension should be out-of-school.

- **Endangerment to Persons or Property**
A definition or description of endangerment on school grounds or at a school – sponsored activity could address any activity that exposes a pupil or property to damage or injury, peril, risk, hazard or any harmful situation. Certain prohibited conduct described in the Code of Conduct could present such a danger that out-of-school suspension would be warranted. For example, fighting resulting in serious injuries, possession of weapons or controlled substances, sexual harassment, bullying or damage to personal property could be considered endangering activities. As the law allows conduct, off school grounds that endangers persons or property may be considered a disruption to the educational process provided the school administration determines that the conduct has some tangible nexus to the operation of the school.

- **Serious Disruption of the Educational Process**
A serious disruption occurring on school grounds or at a school-sponsored activity could be any activity that causes a serious disorder, confusion, interruption or impediment to the operation of a class, study hall, library, assembly, program or other gathering involving pupils or staff. For example, a serious disruption may be determined when a pupil is removed from class for insubordination/disrespect and then refuses to attend the in-school suspension program when so placed. Separate disruptive acts by a pupil may not be serious in nature. However, recurring or cumulative disruptive acts by the same pupil may rise to the level of requiring the application of additional weight. After deliberation, a determination of a serious disruption by the administration may be found. The following factors should be considered when applying additional weight:
 - *frequency* of the same offense;
 - *number* of different offenses; and
 - *intensity* of any or all offenses.Recurring or cumulative disruptive acts may be considered to be such a serious disruption after in-school suspensions have been applied and other appropriate documented interventions by staff have been unsuccessful. In such cases, an out-of-school suspension is necessary. It is expected that this application would be used sparingly.

¹ *Guidelines for In-School and Out-of- School Suspensions*, Connecticut State Department of Education, 2008.

For conduct that occurs off school grounds, Section 10-233c(a) states that when making a determination as to whether conduct is seriously disruptive, the administration may consider, but such consideration shall not be limited to, the following:

- whether the incident occurred within close proximity of a school;
- whether other students were involved or whether there was any gang involvement;
- whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 29-35 and whether any injuries occurred; and
- whether the conduct involved the use of alcohol.

Finally, the administration must determine that the conduct has some tangible nexus to the operation of the school.

First Time Suspension

Public Act 07-122 amended Section 10-233c to permit the school administration to shorten or waive the suspension period of a pupil who is suspended for the first time and who never has been expelled pursuant to Section 10-233d. The shortening of the length or waiver of the suspension program depends on the pupil's successful completion of an administration-specified program and meeting any other conditions required by the administration. By law, the parents or guardians of the pupil shall not be required to pay for participation in any administration-specified program.

Weighing the Evidence: A Look at Mitigating Factors

Decisions regarding the proper application of discipline are complex and must take into account both the context in which the problematic behavior occurs, and the many individual, social and environmental factors that may play a role when determining a course of action. In all cases, administrators should be mindful of why keeping a student in school is so important.

Below are factors that should routinely be incorporated into decisions about out-of-school suspension:

- age, grade level and developmental stage of the student;
- severity of the infraction or disruption, the student's disciplinary history and any patterns or identified behavioral antecedents;
- student's intent and expressed reasons for engaging in the problem behavior;
- special learning, behavioral or emotional needs of the student and whether these needs have been addressed through referral to a Child Study Team Planning and Placement Team or other appropriate group;
- student's prior response to disciplinary interventions;
- student's academic progress and relative risk of lost instruction, disengagement from school and dropping out;
- degree of involvement and the level of parent support in efforts to improve the student's behavior in school; and

- **interpretation of culture and communication factors.**

This guide is not a rubric, but rather a decision-making tool to be used when considering whether an out-of-school suspension is warranted. While each of the factors should be considered when making the decision, in some cases only one or two factors will be important enough to influence the outcome.

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

Removing a student from school, in most cases, has a genuinely negative effect on school engagement. Removal encourages alienation from the school community and sends the message, especially to struggling students, that they are not valued. In contrast, effective in-school suspension programs emphasize academic progress, student re-engagement and the development of effective social problem-solving skills. Both Connecticut and national data give ample evidence that students who struggle academically are those who are most frequently placed out of school.

In-School Suspensions (ISS)

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

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

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

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

Out of School Suspension (OSS)

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

At an informal hearing, the principal shall inform the students of the reasons for the proposed suspension and shall determine whether the students understand those reasons. The students shall be given an explanation of the evidence against them and an opportunity to explain the situation or their side of the story. The principal or designee shall perform such fact-finding investigation as is deemed necessary to ascertain the accuracy of the charges and of the rebuttal by the students.

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

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

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

Emergency Suspensions

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

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

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

Expulsion

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

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

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

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

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

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

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

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

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

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

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

PROCEDURAL SAFEGUARDS

Students with Disabilities

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

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

If a PPT review of the relationship between the student's disability and the behavior subject to disciplinary action concludes that the student's behavior was not a manifestation of the student's disability, the district may proceed with the recommended expulsion or suspension for more than 10 days, to the extent that a student without a disability would be subject to such discipline. Under

these circumstances, the Board of Education must continue to provide a free appropriate public education to the student with disabilities. During any period of suspension greater than 10 days per school year, a student with disabilities under the IDEA shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion.

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

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

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

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

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

The local board will be considered to have knowledge if:

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

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

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

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

Special Note

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

TYPE I DISCIPLINARY OFFENSES

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

1. **Engaging in Pranks which Endanger Persons or Property**

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

2. **Throwing Food or Other Objects**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students have the responsibility to conduct themselves in a responsible, mature manner in the school and around the campus. Under this section, any inappropriate display of affection that interferes with the promotion of an educational climate free from interference and interruptions will be dealt with in a warning to the student and notice to the parent(s). The warning to the student may be oral, but the notice to the parent(s) should be in writing. It is important that adequate records be maintained so that it can be documented, if necessary, that the warning was given.

11. **Violation of the Dress Code**

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

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

Dress Code

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

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

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

- Coats (designed for outdoor wear)
- Halters/bare midriff
- Hats/headwear

- Head or face coverings
- Transparent clothing
- Pants with undergarment showing
- Any non-prescription eyewear

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

PENALTIES FOR TYPE I DISCIPLINARY OFFENSES

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

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

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

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

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

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

It is recommended that, whenever possible, the first Type I disciplinary offense committed in the school year should result in a warning to the student and notice to the parent(s). The warning to the student may be oral, but the notice to the parents should be in writing. The principal should make a record of the disciplinary offense and should retain a copy of the notice that

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

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

This is an optional response to Type I disciplinary offense. It will be imposed at the discretion of the principal. For the purposes of this section, school privileges will be defined as those aspects of school life which do not involve bus transportation, cafeteria meals, or courses taken for academic credit. Examples of such privileges might be extracurricular activities, interscholastic or intramural athletics, school dances, and recreational movies. Before this penalty is imposed, the student must be informed of the reasons for the action and given an opportunity to explain the situation.

4. The Principal May Refer the Student for Appropriate Counseling

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

5. The Principal May Assign the Student to Detention

This is an optional response to Type I disciplinary offense. Detention is an intervention used in schools where a student is required to spend extra time in school. A detention usually takes place during a period after the end of the school or before school begins. However, other times may also be used such as before the school day, weekend (traditionally known as Saturday school or Saturday detention), special activities, and breaks in the school day, such as lunch or homeroom. A detention is typically carried out in a room that offers little to no amenities for pleasure, so that students serving detention will have no outlet to distract. The students are usually monitored by a teacher, and may be required to bring homework, sit quietly, or perform some task. Such tasks may take the form of housekeeping, such as clapping blackboard erasers or picking up rubbish; academic such as writing an essay or answering questions, or drawing. Detentions do not allow students to communicate with one another or use electronic devices (i.e. cell phones).

6. Uniform Policy Penalties

- (1) First Offense: Verbal counseling and notification to parent/legal guardian.**
- (2) Second Offense: Written warning and notification to parent/legal guardian.**
- (3) Third Offense: Written warning and a mandatory meeting between the Principal and the parent/legal guardian to explain School Attire Policy and obtain compliance.**
- (4) Fourth and Subsequent Offenses: At the principal's discretion, attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. If the foregoing disciplinary measures do not achieve compliance with the School Attire Policy, the principal may impose stronger discipline, including in-school suspension.**
- (5) The principal of each school will provide standardized letters to be utilized for student warnings and notifications to parent/legal guardian.**

- (6) There will be a one-time grace period of 7 days at the start of the 2011-2012 school year, during which current enrolled students will not be disciplined for failing to wear the mandatory uniform clothing. Any student transferring into the Bridgeport School District from another school district during the course of a school year will also be allowed the same grace period. During this grace period, students will be encouraged to obtain and wear clothing that meets the uniform requirements. After the completion of this one-time grace period, the foregoing disciplinary procedures will go into effect to address any continuing non-compliance.

TYPE II DISCIPLINARY OFFENSES

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

1. **Fighting**

Fighting occurs when two or more students are actively engaged in hitting, kicking, pushing, tripping or otherwise attempting to hurt each other. Even though one student may “start the fight,” one or more students may be guilty of fighting if they offer more than passive resistance against the instigator and aggressively attempt to harm the instigator. Students who are attacked by another student can avoid violating this section by retreating or offering only enough resistance to avoid self-injury without inflicting harm on the instigator.

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

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

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

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

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

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

Students violate this section whenever they compel or induce other persons to engage in conduct from which the latter has a legal right to abstain or compel or induce those persons to abstain from engaging in conduct in which they have a legal right to engage. Accordingly, this section not only prohibits a student from forcing another to participate in an activity, but also prohibits a student from blocking or forcing a student to forgo activity that is otherwise lawful. An example of the former might be a student who forces another student to provide answers to an exam. An example of the

latter might be a student who forces another not to participate in a particular activity so that the first student has a better chance to make a team or otherwise succeed. The schools should be places which are free of this type of coercion, and this Code provides that such behavior is treated as a Type II disciplinary offense.

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

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

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

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

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

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

8. Vandalism by Minors

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

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

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

9. Vandalism by an Adult Student

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

10. Violating Emergency Evacuation Regulations

Students violate this section whenever they breach emergency evacuation regulations by talking, pushing, shoving, tripping, blocking doors or corridor lanes, committing acts interfering with the evacuation and smooth flow of traffic, or create a substantial rush of panic by preventing others from

hearing evacuations during a fire, air raid or other emergency drill. Satisfactory evacuation procedures are essential to the safety of every student in the schools. Any student who takes these evacuation procedures lightly by interfering with them or by disrupting an actual evacuation drill shall be considered to have committed a Type II disciplinary offense.

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

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

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

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

13. Leaving School Building or Grounds Without Permission

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

14. Engaging in Inappropriate Sexual Behavior

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

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

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

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

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

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

17. Smoking On School Grounds/School Buses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Refer to page 43 for specific situations. Recommendations may include disciplinary actions and/or referral to support services.

9. Referral to Counseling Interventions with support staff.

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

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

10. Re-focus Room

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

TYPE III DISCIPLINARY OFFENSES

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

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

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

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

This differs from the Type II disciplinary offense Nos. 6 and 10 by including the use of force within the definition. Neither of the aforementioned Type II disciplinary offenses requires that the student actually use force to obtain school property or the property of others. Accordingly, whenever a student actually engages in the use of force to take school property or the property of others, it becomes a Type III disciplinary offense. The mere threat of force or the stealing of property without using any force is treated as Type II disciplinary offenses. However, whenever the student uses actual force to steal school property or the property of others, it must be treated as a Type III disciplinary offense. Of course, there may be some situations, particularly in the elementary and middle schools, where the principals, in their discretion, may decide that the offense does not rise to the level of a Type III offense. For example, if one student grabs another student’s pencil or lunch bag, it might strictly speaking, be a Type III offense. However, it is certainly within the discretion of the principal to conclude that these events do not involve the type of force intended to be punished as a Type III offense.

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

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

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

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

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

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

Except as hereinafter noted, no weapons or dangerous instruments shall be permitted on any school premises, in, about or on school buses, nor at any school-sponsored activity, on or off school premises, except that police officers may carry weapons in performance of their duty. Further, weapons or dangerous instruments may be brought to school by persons licensed to carry such only when authorized by the principal when it pertains to an educational activity scheduled by the

administration. In these instances the weapons must be cased, and the Superintendent's office must be informed prior to the event.

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

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

Middle and High School Students

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

Elementary School Students

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

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

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

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

Violent conduct would include rioting or engaging in fighting or other tumultuous or threatening behavior in the school. When such conduct either intentionally or recklessly causes physical injury or substantial property damage, the student perpetrator will be guilty of a violation of this section. Behavior of this nature would be considered reckless if it is likely to cause physical injury or

substantial property damage even though the student may not specifically intend to cause physical injury or substantial property damage. When such injury or damage is reasonably foreseeable as a result of the violent conduct, then the student would be guilty of a violation of this section even though intent was not present or could not be proved.

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

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

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

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

10. **Hazing**

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

PENALTIES FOR TYPE III DISCIPLINARY OFFENSES

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

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

This penalty is discussed above in connection with Type I and Type II disciplinary offenses.

2. **The Student Will Repair, Restore, or Provide Restitution for Any Damaged or Stolen Property**

This penalty is discussed above in connection with Type I and Type II disciplinary offenses.

3. **The Principal Will Refer the Student to Law Enforcement Officials and/or to the School Security Staff**

This penalty is discussed above in connection with Type II disciplinary offenses.

4. **The Principal Will Recommend the Student for Expulsion**

Under this section, if the student commits a Type III disciplinary offense, the principal may recommend the student for expulsion, but if there is a reason to believe the pupil was in possession of a weapon on school grounds or at a school-sponsored activity, the principal shall recommend the student for expulsion. As mentioned above, students may be expelled only after a hearing before the Board of Education or its Hearing Officer. The Superintendent or his designee must concur in any recommendation for expulsion. The procedural due process which

accompanies expulsion is explained in greater detail in the following section on “Procedural Safeguards.”

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

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

A more difficult situation would arise if the student has already been suspended 10 times or 50 days, whichever comes first, in the school year at the time the principal recommended the student for expulsion. Under Connecticut Statutes, such a student may not be suspended again until the expulsion hearing has been held. There are three suggestions for dealing with this situation. First, if careful records of student suspensions are kept, the principal should be able to avoid ever making an expulsion recommendation for a student who has already been suspended 10 times or 50 days in the school year. Second, if a principal does make a recommendation for expulsion of a student who has already been suspended up to the statutory limits, the Board of Education or its Hearing Officer may be requested to expedite the schedule of the expulsion hearing. However, care must be exercised so that the student and his parents receive adequate notice of the expulsion hearing. Third, if the student’s alleged offense has created an emergency so that the continual presence of the student poses a danger to persons or property or a disruption of the educational process, then under such circumstances the student may be excluded pending the expulsion hearing, even though the usual term for suspension has been exceeded. This course of action should be utilized only where an emergency exists. However, whenever a principal in consultation with central office staff has factual basis for concluding that, even though a student has already reached the statutory suspension limits, the student poses a substantial threat to safety in the school, the student shall be excluded pending the expulsion hearing. “Such hearing shall be held as soon after the suspension as possible” in accordance with the requirements of section 10-233c of the Connecticut Education Laws.

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

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

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

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

DRUG OFFENSES AND WEAPONS

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

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

OFF-SCHOOL PROPERTY MISCONDUCT

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

Such disciplinary action may result when:

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

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

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

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

OTHER RULES RELATED TO CONDUCT

Searches

All lockers and desks are the property of the Bridgeport Board of Education, and their use by students is a privilege. Students shall not place, keep, or store in their lockers or desks any firearm, knife, explosive, or

other dangerous object, or any other items prohibited in the Code of Conduct Student Handbook. Students shall not have any exception of privacy relative to the contents of their lockers or desks. Accordingly, school officials retain the right to open and search lockers and desks at any time to enforce school policies, rules, regulations, or for any other reason.

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

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

Confiscation

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

Reporting Crimes to the Polices

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

Physical Force

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

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

Cheating

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

ATTENDANCE

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

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

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

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

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

High School Summer School Program

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

Class Cutting

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

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

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

Tardiness

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

Tardies to Class

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

Tardies to School

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

ATTENDANCE PROCEDURES

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

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

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

ATTENDANCE MONITORING PROCEDURE

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

The following benchmarks should be followed:

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

Completion of Class Work

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

DAILY PROCEDURES FOR TAKING ATTENDANCE

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

For Daily or Period Attendance

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

4. **At approximately 9:30 a.m. an automated phone message system will generate phone calls to notify parents that their child is not in school.**
5. **Each Principal may check the status of teachers who have not taken attendance utilizing the PowerTeacher Attendance report.**
6. **If a teacher is absent from school, substitute teachers may take attendance utilizing the PowerTeacher Substitute Portal.**

For Students with Truancy Issues

There will be a Special Attendance Register in PowerSchool with fields that correspond to benchmarks outlined in the Code of Conduct regarding students with excessive absences. It is in these fields that staff will indicate actions taken.

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

UNIFORM POLICY

It is the policy of the Bridgeport Board of Education to regulate the attire of students during the school day. All students in grades PK-8 beginning with the 2009-2010 school year for the Bridgeport Public schools will wear mandatory uniforms every school day. All students in the High School level will adhere to the same protocol and this policy beginning in the 2011-2012 school year. School uniform policies can promote school safety, improve discipline, and enhance the learning environment. School uniforms are effective in promoting an orderly school environment.

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

As role models, school personnel, including substitutes, should wear professional attire in the educational setting. School personnel should ensure that all students adhere to the School Uniform Policy.

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

- (1) **First Offense:** Verbal counseling and notification to parent/legal guardian.
- (2) **Second Offense:** Written warning and notification to parent/legal guardian.
- (3) **Third Offense:** Written warning and a mandatory meeting between the Principal and the parent/legal guardian to explain School Attire Policy and obtain compliance.
- (4) **Fourth and Subsequent Offenses:** At the principal's discretion, attendance at special programs and activities may be forfeited or withheld until the student comes to school in uniform. If the foregoing disciplinary measures do not achieve compliance with the School Attire Policy, the principal may impose stronger discipline, including in-school suspension.
- (5) The principal of each school will provide standardized letters to be utilized for student warnings and notifications to parent/legal guardian.
- (6) There will be a one-time grace period of 7 days at the start of the 2011-2012 school year, during which current enrolled students will not be disciplined for failing to wear the mandatory uniform clothing. Any student transferring into the Bridgeport School District from another school district during the course of a school year will also be allowed the same grace period. During this grace period, students will be encouraged to obtain and wear clothing that meets the uniform requirements. After the completion of this one-time grace period, the foregoing disciplinary procedures will go into effect to address any continuing non-compliance.

Mandatory School Uniform for students in grades PK-12:

- **PANTS** – Navy or Tan dress or docker-style pants must be worn with a belt at the waist. Jeans are prohibited.
- **SKIRTS, JUMPERS OR SKORTS** – Navy or Tan, must be knee level or longer. Blouse or polo shirts must be worn under the jumper. Jeans are prohibited.
- **SHORTS** – Navy or Tan knee length or docker-style shorts. Shorts must be worn with a belt. Jeans are prohibited. Shorts may be worn only between April 1 and November 1.
- **SHIRTS** – White plain collared polo shirt, dress shirt, long or short sleeve. Two additional colors may be selected by each school's leadership team. Shirts must be tucked into pants. Every school has an option to create a school logo, if desired. Logos must be approved by the Superintendent or his/her designee. Schools that

already have a logo must send it to the Superintendent or his/her designee for review and documentation.

- **SWEATSHIRT OR SWEATERS** – Can be pullover, zippered or cardigan sweaters in solid colors of Navy or Tan (no patterns) without, hoods, decorations, or wording will be allowed. Individual schools may choose an additional authorized color for sweaters, vest and blazers.
- **SHOES OR SNEAKERS** – Shoes are strongly recommended over sneakers. In addition to shoes, white or black sneakers are permitted, and appropriate everyday boots. Laces on shoes, sneakers or boots must be tied.
- **PHYSICAL EDUCATION DAY ATTIRE** –Students may wear sweats to school on scheduled physical education day. School approved t-shirts and shorts are permitted. Physical Education attire colors will be chosen by individual schools.
- *Refer to the Bridgeport Public Schools Code of Conduct for further dress code restrictions which can be obtained from the Principal's office.*

Exceptions for Designated Days or Events

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

Clothing and Items Prohibited for All Grades.

Please refer to the Bridgeport Public Schools Code of Conduct handbook, Dress Code section

Accommodation of Protected Expression

Students may wear jewelry, accessories, necklaces, wristbands, or pins/buttons that contain expressive messages as long as they do not violate the uniform policy or dress code.

Disruptive Clothing

Any clothing or accessory which is likely to cause a disruption or distraction from school activities is considered inappropriate for students to wear during the school day as outlined in the Code of Conduct. The principal will decide if clothing is disruptive.

Religious and Health Accommodations

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

Procedures for Exemption

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

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

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

Clothing Assistance

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

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

Violation of the mandatory uniform policy is a Type I Offense

DRESS CODE

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

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

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

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

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

Violation of the Dress Code is a Type I Offense

HAZING POLICY

I. Purpose

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

II. Statement of Policy/Definition

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

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

III. Responsibilities of Coaches/Advisors

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

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

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

Accordingly, knowingly allowing any such hazing activities to exist, and/or condoning of such activities, may result in personal liability for criminal or civil sanctions.

IV. Training

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

V. Reporting Procedures

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

VI. School District Action

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

BULLYING

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

Bullying means the **repeated use** by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (A) Causes **physical or emotional harm** to the student's property, (B) places the student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (C) creates a **hostile environment** at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), (D) infringes on the **rights** of the student at school, or (E) **substantially disrupts the education process or the orderly operation** of a school.

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

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

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

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

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

Intervention by a staff member

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

Reporting

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

Investigation Procedures

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

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

NETWORK/INTERNET/E-MAIL POLICY

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

Rules

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

Penalties for Inappropriate Use

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

DRUG AND ALCOHOL POLICY

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

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

PROCEDURES FOR STUDENT ATHLETES

I. Tobacco

First Violation Penalty

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

Second Violation Penalty

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

II. Alcohol and Illegal Drugs

Selling or distributing any alcohol or drug:

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

SELF-REFERRAL BY STUDENTS

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

1. Self-referral is allowed only once in a student's four year high school career.
2. Self-referral must be only by student or a member of the immediate family.
3. Self-referral must be prior to the first confirmed violation of use.

4. Self-referral cannot be used by students as a method to avoid consequences once a confirmation of a violation has been made.
5. Self-referral may be made to a coach, Athletic Director, teacher, administrator or guidance counselor.

COMPLAINTS AND GRIEVANCES

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

Student Grievance Procedure

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

A. Initiation

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

B. Procedure

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

Step 1 - Principal Conference

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

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

Step 2 - Appeal to the Assistant Superintendent

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

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

and the principal from the Assistant Superintendent within ten (10) school days following the Assistant Superintendent's review.

Step 3 - Appeal to the Superintendent of Schools

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

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

Step 4 - Appeal to the Board of Education

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

STUDENT/STAFF SEXUAL HARRASSMENT POLICY

I. Policy

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

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

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

II. Definitions

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

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis for employment and/or educational decisions affecting the individual.

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive working or educational environment.

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

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

III. Complaint Procedures

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

If the complainant is a minor student, the Title IX Coordinator/Officer will assess whether the conduct constitutes the basis for a child abuse report and, if so, will follow district child abuse reporting procedure. The Title IX Coordinator/Officer shall conduct any necessary investigation and refer the alleged harasser to the administrator for further action, which may include referral to counseling or disciplinary procedures.

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

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

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

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

shall be promptly investigated by the Director of Personnel, or his or her designee, and appropriate action taken. The complainant shall be advised of the outcome of the investigation, and action taken by the administration.

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

IV. Notifications

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

V. Age Appropriate Conduct

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

FERPA
BRIDGEPORT BOARD OF EDUCATION
948 Main Street Bridgeport, Connecticut 06604
Carla D’Orio, Chief Custodian of Records/Telephone: 275-1320

Annual Notification of Parental Rights Related To School Records under FERPA

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

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

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

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

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

BRIDGEPORT BOARD OF EDUCATION
948 Main Street Bridgeport, Connecticut 06604

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

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

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

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

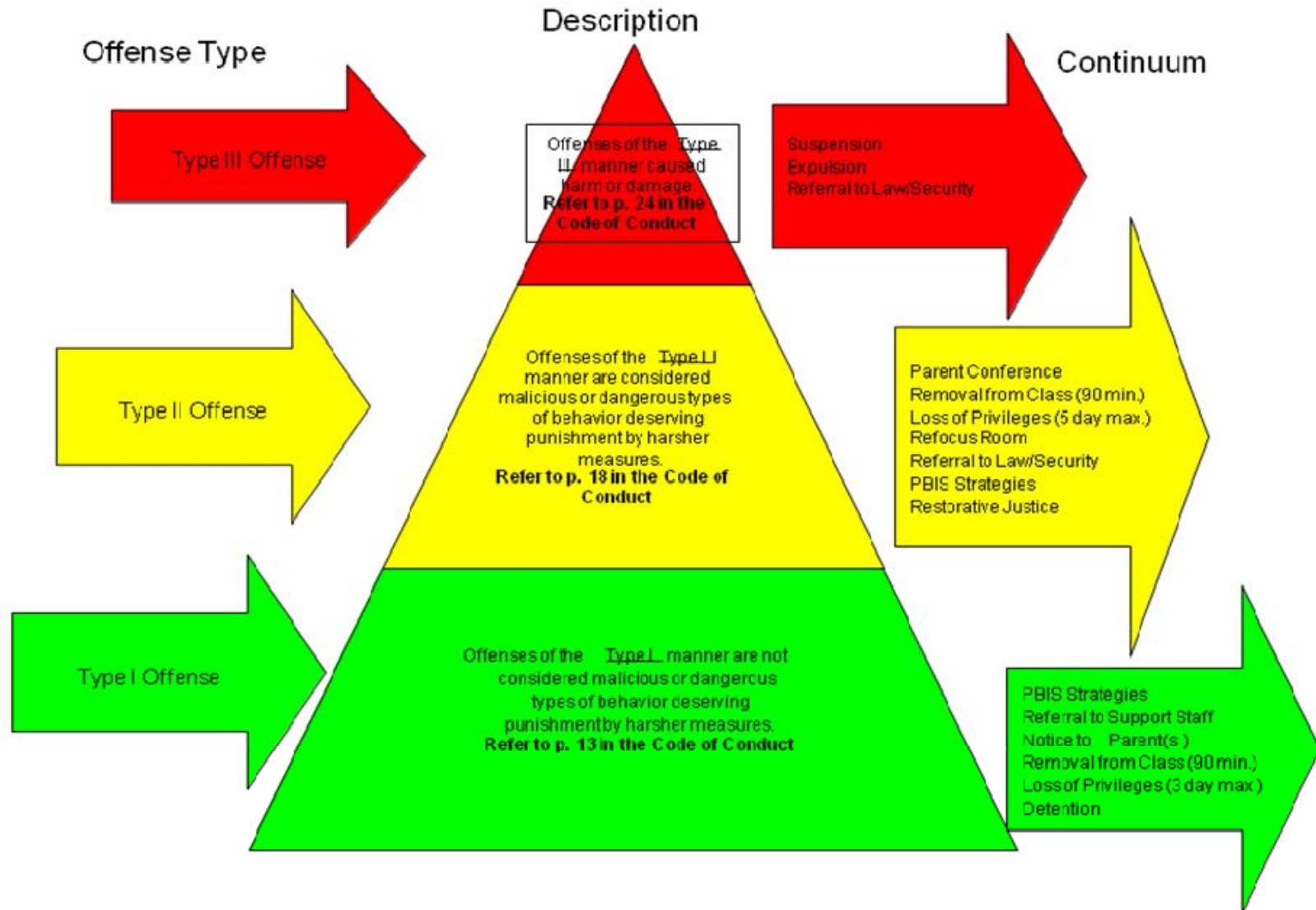
Upon request, the District will disclose a student's education record without consent to officials of another public school, including a public charter school, in which the student seeks or intends to enroll.

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

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

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

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



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

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

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

APPENDIX B – GLOSSARY OF TERMS

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

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

14. **In-school Program:** any special program as may be established by the school to provide Conduct and counseling to students who are found to be in violation of this and other school policies.
15. **“Martial Arts Weapon”:** a nunchaku, kama, kasari-fundo, octagon sai, tonfa or “Chinese star.”
16. **Possession:** any possession which is unlawful under Connecticut State Law (e.g., holding or having on one’s person or belongings, including automobile, locker, backpack, carry case and the like – any drug or alcoholic beverage).
17. **Principal:** administrator responsible for the students, building and/or activity.
18. **Punitive Action:** a punishment by school authorities in accordance with Connecticut General Statutes § 10-233 and published school regulations approved by the Board of Education.
19. **Restorative Justice:** a way of thinking and responding to conflict and problems that involves all participants determining what took place and how to create a logical and balanced resolution which is aligned with the rules of the law. The goals include repairing, restoring or providing restitution for any damaged or stolen property.
20. **Social Service Agencies:** town, state or private social or psychological individuals or agencies that provide counseling assistance to individuals with concerns related to alcohol or drugs.
21. **Support Team/ Student Assistance Team:** a team consisting of the principal and/or the assistant principal, a guidance counselor, and other staff as required; e.g., psychologist. The Student Assistance Team or designated representatives from the team will meet with a student returning to school from either a disciplinary suspension or other program. The purpose of this meeting is to provide the returning student with a support network for his/her return to the school environment.
22. **Use:** to ingest, inject or otherwise cause a drug to reach the bloodstream or digestive tract.
23. **Law Enforcement Authorities:** any legally constituted local, state, or federal agency authorized to enforce the law of the community, state or federal government.

APPENDIX C – INDEX OF DISCIPLINARY OFFENSES

TYPE I DISCIPLINARY OFFENSES		PAGE #
1.	Engaging in Pranks which Endanger Persons or Property	16
2.	Throwing Food or Other Objects	16
3.	Leaving a Classroom Without Permission	16
4.	Refusing to Identify Oneself to School Personnel	17
5.	Turning off Corridor, Classroom or Stairwell Lights	17
6.	Entering or Remaining in a Classroom, in a School Building or on the Grounds Without an Authorized Purpose	17
7.	Directing Profane, Vulgar or Disrespectful Language at any School Staff Member or other Students	17
8.	Blocking or Interfering with the Smooth Flow of Traffic in the Corridors	18
9.	Disrupting Class, including but not limited to Electronic Devices	18
10.	Display of Inappropriate Affection (kissing, etc.)	18
11.	Violation of the Dress Code	18
PENALTIES FOR TYPE I OFFENSES		
1.	The Student Will Be Removed from Class if the Offense Took Place During the Class	19
2.	The principal May Warn the Student and Send a Notice to the Parent(s)	20
3.	The principal May Deprive the Student of School Privileges (3 day maximum)	20
4.	The principal May Refer the Student for Appropriate Counseling	20
5.	The principal May Assign the Student to Detention	20
6.	Uniform Policy Penalties	20
TYPE II DISCIPLINARY OFFENSES		PAGE #
1.	Fighting	21
2.	Intentionally Defying a Valid Request of a School Staff Member	21
3.	Intentionally Threatening Another Person with Physical Injury or Property Damage	21
4.	Forcing Other Persons to Engage in Conduct Which They Have a Legal Right to Refuse	22
5.	Disrupting the Educational Process in an Area Larger than a Single Classroom	22
6.	Harassing Conduct, Including Physical, Written or Verbal Conduct, Directed at a Person Because His/Her Sex, Race, Ethnicity or Sexual Preference	22
7.	Stealing; Damaging or Defacing School Property or the Property of Others	22
8.	Vandalism by Minors	22
9.	Vandalism by an Adult Student	22
10.	Violating Emergency Evacuation Regulations	23
11.	Recklessly Driving on School Property in Parking Lots or in Areas Directly Adjacent to the School	23
12.	Being Found With Any Type of Paraphernalia Normally Associated With the Use of Drugs, e.g. Tobacco Rolling Papers, Bongs, Clips, Pipes and Needles	23
13.	Leaving School Building or Grounds Without Permission	23
14.	Engaging in Inappropriate Sexual Behavior	23
15.	Possessing, Using or Being Under the Influence of Any Contracted Drug, Hallucinogenic Substance, Barbiturate, Amphetamine, Marijuana, Alcoholic Beverage or Intoxicant	23
16.	Possessing or Using a Remotely Activated Paging Device or Cellular Telephone While in School or While Attending Any School Sponsored Function On or Off School	24

Property	
17. Smoking On School Grounds/School Buses	24

PENALTIES FOR TYPE II DISCIPLINARY OFFENSES		PAGE #
1.	The Student Will be Removed From Class if the Offense Took Place During Class	24
2.	The principal Will Request a Conference With The Student and Parent(s)	24
3.	Restorative Justice	25
4.	The principal May Deprive the Student of School Privileges (5 day maximum)	25
5.	The principal May Require the Student's Attendance Before or After the Regular School Day, Not to Exceed One Hour Per Day for Five School Days	25
6.	The principal May Refer the Student to Law Enforcement Officials, School Security Staff, the In-School Program and/or the Community Counseling Program	25
7.	The principal May Refer to In-School Suspension (i.e. Refocus Room)	26
8.	In the Case of Possession of Drugs, the principal May Recommend Interventions as Outlined in the Bridgeport Public Schools Code of Conduct Staff Manual	26
9.	Referral to Counseling Interventions with Support Staff	26
10.	Re-focus Room	26

TYPE III DISCIPLINARY OFFENSES		PAGE #
1.	Threatening Staff or Using Threats or Force to Make Other Persons Give up Money or Property They Have a Right to Possess.	27
2.	Stealing School Property or the Property of Others by Using Force Against Another Person	27
3.	Causing Serious Injury to Another Person	27
4.	Starting a Fire or Causing an Explosion With Intent to Damage School or Personal Property	27
5.	Possessing or Transmitting a Firearm, Knife, Explosive or Other Dangerous Object of No Reasonable Use to a Student at School	27
6.	Selling, Giving, Possessing With Intent to Sell or Administering to Another Person Any Controlled Substance or Drug, Hallucinogenic Substance, Barbiturate, Amphetamine, Marijuana, Alcoholic Beverage or Intoxicant. Prescribed Drugs May be Administered by the School Nurse or Designee	28
7.	Engaging in Violent Conduct That Intentionally or Recklessly Causes Physical Injury or Substantial Property Damage	28
8.	Physical or Sexual Assault on Another Person, Any School Staff Member or Volunteer	29
9.	Sounding or Reporting a False Emergency Alarm	29
10.	Hazing	29

PENALTIES FOR TYPE III DISCIPLINARY OFFENSES		PAGE #
1.	The Student Will be Removed From Class if the Offense Took Place During the Class	29
2.	The Student Will Repair, Restore or Provide Restitution For Any Damaged or Stolen Property (Restorative Justice)	29
3.	The principal Will Refer the Student to Law Enforcement Officials and/or to the School Security Staff	29
4.	The principal Will Recommend the Student For Expulsion	30
5.	The principal May Deprive the Student of School Privileges (10 school days max.)	30
6.	The principal May Suspend the Student and/or Recommend the Student For Expulsion. Students Who Engage in Type III Misconduct May Be Expelled by the Board of Education or its Hearing Officer	30

APPENDIX D – RESTORATIVE JUSTICE GOALS

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

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

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

Bridgeport Public Schools

Student Agreement

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

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

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

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

Parent/Guardian Signature

Date