

BRIDGEPORT PUBLIC SCHOOLS

STUDENT CODE OF CONDUCT

Abbreviated Reference Manual



“The Bridgeport Public Schools is committed to providing clear and explicit shared expectations in creating safe and healthy learning and working environments for all community members.”

Frances Rabinowitz
Interim Superintendent of Schools

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

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SUMMARY OF DISTRICT POLICY REGARDING BEHAVIOR

It is the goal of the Bridgeport Public School system to provide a positive educational environment for every student. The Student Code of Conduct is to be implemented in a fair and equitable manner, which is mindful of the rights of students as well as the security, safety and educational interests of the school. The Student Code of Conduct will not tolerate conduct that endangers the safety of the schools and/or disrupts the educational experience for other students with the recognition that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different interventions and consequences. In determining the appropriate level of interventions and consequences, in addition to other mitigating circumstances, school officials should consider the grade level and age of the student.

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, referrals for expulsion, and referrals to law enforcement, to the extent practicable. Please note that the only instances that warrant a referral to law enforcement are reflected in the Memorandum of Agreement (MOA).

The Bridgeport Public Schools and the Bridgeport Police Department signed a MOA that addresses procedures when youth are arrested which supports a restorative justice approach. The primary goal is to divert young people from the juvenile court system to needed supports and services and only arrest in the most severe cases.

Guiding Framework and Principles: PBIS and Restorative Justice

The Student Code of Conduct embodies the principles and framework of Positive Behavior Interventions and Supports (PBIS) and Restorative Justice. PBIS is a systems approach to discipline problems that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance. Consistent with the Scientific Research-Based Interventions (SRBI) model, PBIS is characterized by the establishment of a continuum of behavior support practices and systems. These practices are organized to support students in various settings: (a) school-wide (i.e., teaching and acknowledging a small number of positively stated behavioral expectations, clear and distinctive definitions for rule violations, and data-based decision rules), (b) non-classroom (i.e., active supervision, reminders, teaching setting-specific routines), (c) classroom (i.e., effective academic instruction, active supervision, high praise rates), and (d) individual student (i.e., function-based behavior intervention supports, explicit social skills instruction, wraparound processes) routines.

When students exhibit positive behaviors by following the school -wide expectations, an acknowledgment system will be utilized to support their ongoing use of the skills. When students display inappropriate behaviors, consequences may include: verbal reminders, teaching and re-teaching of school-wide expectations, contact with parent(s)/guardian(s), written reflection, volunteer service to the school community, restorative justice strategies, conflict mediation/resolution, peer mentoring, exclusion from school privileges, referral for support services such as Juvenile Review Board (JRB), referral to the RYASAP Juvenile Review Board, and/or suspension or expulsion. Students who face consequences still have the opportunity to receive acknowledgements when they display appropriate behaviors.

Restorative Justice may be defined as a way of thinking and responding to conflict and problems that involve all participants determining what took place and how to create a logical and balanced resolution which is aligned with the rules of the law. Restorative Justice Strategies are problem-solving interventions done "with" the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professions. Examples of restorative justice practices include: family group conferencing; victim-offender mediation; classroom peace circles; reparation of harm; therapeutic/resource strategies such as mental health and anger management; and behavior coaching.

Consistent with the tenets of PBIS and Restorative Justice, it is our belief that the most effective way to change student behavior is to reinforce and maximize appropriate conduct. Please note that consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community.

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 developmentally appropriate consequences. For a student with special education or disability-related needs, all approaches will be consistent with his/her Individualized Education Plan (IEP) or 504 Student Accommodation Plan and will take into account his/her unique needs and abilities.

Application of Code of Conduct

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

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

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

PROCEDURAL SAFEGUARDS

Students previously identified as having a disability under the IDEA and/or Section 504 of the Rehabilitation Act who engage in behavior that violates any rule of the Student Code of Conduct are entitled to certain procedural safeguards in disciplinary matters.

School personnel have an obligation to provide parents with a Procedural Safeguards Notice which must include an explanation of all the procedural safeguards built into IDEA. In addition, the information must be in understandable language and in the native language of the parent.

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

RIGHTS AND RESPONSIBILITIES CHART

	Students have the right to:	Students have the responsibility to:
Attendance	<ul style="list-style-type: none"> • a meaningful learning experience. 	<ul style="list-style-type: none"> • attend school regularly in accordance with the district attendance policy.
Respect for persons and property	<ul style="list-style-type: none"> • use school property as approved by the district. • use personal property on school grounds as approved by the district. • privacy per applicable laws. • be respected and accepted as individuals. 	<ul style="list-style-type: none"> • respect the rights of others and not to interfere with their learning. • adhere to the rules and regulations of the school district. • report evidence of an illegal act or violation of the code of conduct to district personnel. • dress appropriately in accordance with the uniform policy.
Knowledge and observation of rules of conduct	<ul style="list-style-type: none"> • know the rules and regulations regarding their conduct. Students have the opportunity for input in the development of these rules and regulations through school and district forums as members of the school governance council and other ad-hoc meetings as arranged. • be assured a safe and healthy school environment. 	<ul style="list-style-type: none"> • follow the rules and regulations of the district as approved by the school board. • follow the rules and regulations of the school and district.

	Students have the right to:	Students have the responsibility to:
Right to learn	<ul style="list-style-type: none"> • learn and pursue an education. • a school climate and culture that is conducive and appropriate for learning. • equal access to an education. 	<ul style="list-style-type: none"> • pursue an education to the best of their ability. • be present, on time, prepared, attentive in class and ready to learn. • contribute to a positive school climate conducive to learning.
Right to free speech and publication	<ul style="list-style-type: none"> • freedom of expression of their views unless there are legal reasons to regulate their speech or publications as stipulated by statute and relevant case law. 	<ul style="list-style-type: none"> • have a clear understanding of the meaning of freedom of speech within a school context. • assemble according to the prescribed rules and regulations approved by the school board.
Participation in school activities	<ul style="list-style-type: none"> • participate in school programs and activities in accordance with eligibility requirements. 	<ul style="list-style-type: none"> • contribute to these activities in a constructive manner.
Right to due process	<ul style="list-style-type: none"> • due process as prescribed by laws and school board policy including: 1. an impartial investigation of the incident, 2. to be represented by counsel as may be appropriate and, 3. to have parents or guardians notified and present at all proceedings according to law and district policy. 	<ul style="list-style-type: none"> • cooperate in all due process proceedings by providing truthful and accurate information.

Procedures Involving Use of Physical Force

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

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

ATTENDANCE POLICY

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

Connecticut State Board of Education Definitions of Excused and Unexcused Absences (Adopted June 27, 2012)

The following definitions are for use by Connecticut school districts and schools for the purpose of carrying out the provisions of section 10-198a of the Connecticut General Statutes (policies and procedures concerning truants) and for the purpose of reporting truancy pursuant to subsection (c) of Section 10-220 of the Connecticut General Statutes. The use of these definitions for state purposes does not preclude districts from using separate definitions of excused and unexcused absences for their internal uses (including decisions on promotion/retention, grading and disciplinary action).

Excused Absences

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

- Absences one (1) through nine (9), are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation.
 - Emailing a scanned image of an absence note is acceptable
 - An absence note in the parent's proficient language must be accepted
 - A verbal report of an absence from a parent not proficient in writing in any language must be accepted.
- Current email and text messaging do not meet the level of security needed and are not an acceptable form of an absence note.
- For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - A student's illness (Note: all student absences due to illness must be verified by an appropriately licensed medical professional to be deemed excused regardless of the length of absence)
 - A student's observance of a religious holiday

- o A death in the student's family or other emergency beyond the control of the student's family
- o A mandated court appearance (additional documentation required)
- o The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason)
- o Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance

Unexcused Absences

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

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

Disciplinary Absences

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

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

Students are mandated by the Connecticut legislature to have no more than twenty (20) unexcused absences in any school year. Students ages 12-17 who exceed that number shall be referred to Juvenile Court for a Family with Service Needs (FWSN) petition as required by state law. In addition, parents of students ages 7 through 15 with more than twenty (20) unexcused absences may be referred to the Department of Children and Families (DCF) for educational neglect.

Please note that a FWSN petition must be filed no later than 15 calendar days after failure of parent to cooperate with attempts to solve truancy issues or for any child defined as habitually truant.

Class Cutting

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

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

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

Tardiness

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

Tardiness to Class

1. Tardiness to class will be managed by classroom teachers. If a student is tardy three (3) times to an individual class during the marking period, it may result in the student's referral to the administration for further disciplinary action.
2. Any student entering class unexcused after ten (10) minutes will be given a class cut.

3. Each marking period is to be considered a separate entity.

Tardiness to School

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

Completion of Class Work

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

ATTENDANCE MONITORING PROCEDURES AND INTERVENTIONS

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

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

Procedural Benchmarks and Truancy Interventions

For purposes of this section, **truant** means a child age five to eighteen, inclusive, who is enrolled in a BPS and has four unexcused absences (UEA) from school in any one month or ten unexcused from school in any school year. A **habitual truant** is any such child who has twenty unexcused absences with in a school year. Below are the requirements of CT Statute 10-198a (Policies and Procedures Concerning Truants). FWSN referral must be filed no later than 15 calendar days after failure of parent to cooperate with attempts to solve truancy issues or for any child defined as habitually truant (20 UEA).

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

See chart below for easy reference

- **2 UEA in a month/5 in a year**
 - Letter will be sent home. The administrator will designate home school coordinators, office staff or high school attendance officers to send letters and enter their mailing dates in PowerSchool.

- **4 UEA a month/10 UEA a SY**
 - Phone call. Teachers will call parents. The purpose is to review and evaluate the reasons for the child being absent and to encourage the parent to schedule a conference with administration. Teachers will be required to enter the date and indicate to whom they spoke.
 - Parent conference will be held by the administrator or support services staff, as designated by the administrator.

- **6 UEA**
 - Home Visit. The administrator will authorize home school coordinators, clerical personnel, school counselors or designated attendance officers to provide truant officers with a referral for a home visit. Home visit results must be entered into PowerSchool by the person making the visit.
 - Parent conference will be held by the administrator or support services staff, as designated by the administrator.

- **8 UEA**
 - Phone call. Teachers will call parents. The purpose is to review and evaluate the reasons for the child being absent and to encourage the parent to schedule a conference with administration. Teachers will be required to enter the date and indicate to whom they spoke.
 - Letter will be sent home. The administrator will designate home school coordinators, office staff or high school attendance officers to send letters and enter their mailing dates in PowerSchool.

- **10 UEA**
 - Parent conference. Parent conference will be held by the administrator or support services staff, as designated by the administrator.
 - Referral to SRBI. SRBI referrals will be made by the teacher. The date of the SRBI referral must be entered into PowerSchool.

- **12 UEA**
 - Home Visit - Principals will authorize home school coordinators, clerical personnel, school counselors or designated attendance officers to provide truant officers with a referral for students who require home visits. Home visit results must be entered into PowerSchool by the person making the visit.

- **15 UEA**
 - Referral to PPT for truancy. PPT referral will be made by the school counselor indicating truancy concerns by the SRBI team.

- **20 UEA**
 - referral to Juvenile Court (FWSN) will be filed by the School Counselor for students ages 12-17 and a referral to DCF for educational neglect for student ages 7 through 15
 - FWSN must be filed no later than 15 calendar days after failure of parent to cooperate with attempts to solve truancy issues or for any child defined as habitually truant FWSN/DCF referrals will be filed after fifteen (15) unexcused absences by attendance officers. Submission date of the FWSN/DCF will be entered into PowerSchool by the administrative office personnel.

Note: Pre K students with excessive absences

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

Additionally the schools shall:

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

Procedural Benchmarks and Truancy Interventions Chart

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

<u>Benchmark</u>	<u>Intervention</u>	<u>Person Responsible</u>
2 Unexcused Absences	Letter Mailed Home	Administrator Designee such as Home School Coordinator, high school attendance officers or office staff
4 Unexcused Absences	Parent Phone Call	Classroom or HR Teacher
	Parent Conference	Administrator or Designee such as Student Support staff
6 Unexcused Absences	Home Visit Referral	Submitted by School Counselor to Truancy Intervention Officer or to Administrator designee such as Home School Coordinator
	Parent Conference	Administrator or Designee such as Student Support staff
8 Unexcused Absences	Parent Phone Call	Classroom or HR Teacher
	Letter Mailed Home	Administrator Designee such as Home School Coordinator, high school attendance officers or office staff
10 Unexcused Absences	Parent Conference	Administrator or Designee such as Student Support staff
	SRBI Referral	Classroom or HR Teacher
12 Unexcused Absences	Home Visit Referral	Submitted by School Counselor to Truancy Intervention Officer or to Administrator designee such as Home School Coordinator
15 Unexcused Absences	PPT Referral for Truancy	Submitted by School Counselor
20 Unexcused Absences	Juvenile Court/FWSN	Submitted by School Counselor
	DCF Referral	Submitted by School Counselor

Daily Attendance Procedures

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

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

BULLYING POLICY

The Bridgeport Public Schools is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Bridgeport Public Schools bullying prevention policy, the Bridgeport Public Schools expressly prohibits any form of bullying behavior.

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

HAZING POLICY

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

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.

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

STUDENT/STAFF SEXUAL HARRASSMENT POLICY

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.

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

UNIFORM POLICY

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

APPEAL PROCESS

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

Process

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

Initiation

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

Procedure

The procedure for initiation of a formal appeal will be:

Step 1- Administrator Conference

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

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

Step 2- Appeal to the Chief Academic Officer or Designee

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

Step 3- Appeal to the Superintendent of Schools

If the appeal is not resolved at Step 2, the student or parent/guardian may appeal the Chief Academic Officer or Designee's decision in writing to the Superintendent of Schools. The appeal must be made within five (5) school days following receipt of the Chief Academic Officer or Designee'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, parent/guardian and the administrator from the Superintendent or his designee within ten (10) school days following the Superintendent's review.

Step 4- Appeal to the Board of Education

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

ANNUAL NOTIFICATION OF PARENTAL RIGHTS RELATED TO SCHOOL RECORDS UNDER FERPA

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

PROCEDURES FOR EXPULSION

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

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

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

DRUG OFFENSES AND WEAPONS

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

Refer to the Bridgeport Public Schools Code of Conduct Reference Manual for a complete description.

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 cause(s) 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.

DISCIPLINARY OFFENSES AND PENALTIES CHART

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

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

<p>14. Being found with any type of paraphernalia normally associated with the use of drugs, e.g. Tobacco rolling papers, bong, clips, pipes and needles</p> <p>15. Leaving school building or school grounds without permission</p> <p>16. Engaging in inappropriate sexual behavior</p> <p>17. Smoking on school grounds/school buses</p>	<p>expulsion.</p>	<p>Review Board (JRB)</p> <ul style="list-style-type: none"> • Referral to appropriate substance abuse counseling services • Referral to the Planning and Placement Team (PPT) (if Tier 1 and Tier 2 interventions are unsuccessful)
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<u>Type III/District Behaviors</u>	Continuum of Consequences	Range of Possible Support Interventions to be Integrated
<ol style="list-style-type: none"> 1. Using threats or force to make other persons give up money or property they have a right to possess 2. Stealing school property or the property of others by using force against another person 3. Starting a fire or causing an explosion with intent to damage school or personal property 4. Sounding or reporting a false emergency alarm 5. Intentionally causing serious injury or physical assault to another person 6. Threatening or assaulting a staff member 7. Engaging in violent conduct that intentionally or recklessly causes physical injury or substantial property damage 8. Sexual assault on another person 9. Hazing 10. Possession of any controlled substance with or without the intent to sell 11. Possessing any firearm, knife, explosive, or other dangerous object 	<ul style="list-style-type: none"> • Student will receive 10 days of out-of-school suspension • Student may be required to repair, restore, or provide restitution for damaged or stolen property. • Administrator may refer student for expulsion. • Student who makes threats/assaults on a staff member may be referred for expulsion and reassigned to a different school. • Student will be referred to school security and/or law enforcement in alignment with the MOA. • Student will be referred to appropriate social service agency when drugs and/or alcohol are involved. • Student who is in possession of a weapon is subject to mandatory referral for expulsion. • Student who is in possession of a controlled substance with the intent to sell is subject to mandatory referral for expulsion. 	<ul style="list-style-type: none"> • Teach/re-teach behavior expectations • Increase rate of acknowledgements • Parent Outreach • Referral to school support staff and/or individual counseling • Referral to peer mediation/conflict resolution • Referral to mentoring program • Develop individual behavior support plan • Short-term behavioral progress reports • Referral to SRBI Team • Develop/modify Functional Behavior Assessment (FBA) • Develop/modify a Behavior Intervention Plan (BIP) • Referral to community service • Referral to a Community Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to Wraparound services • Referral to PPT

GLOSSARY OF TERMS

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

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

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

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

17. **FWSN** – Family with Service Needs Petition: a juvenile court referral that provides a basis for responding to the needs of children exhibiting misbehavior such as running away, truancy and defiance of school rules
18. **Hearing (Administrative)**: a meeting with a school administrator where charges are made and an opportunity for explanation provided
19. **Hearing before the Board of Education**: such a hearing is usually for consideration of a recommendation for expulsion of a student (see Connecticut General Statutes § 10-233d)
20. **In-School Program**: any special program, as may be established by the school, to provide counseling and opportunities for restorative justice to students who are found to be in violation of this and other school policies
21. **In-School Suspension**: procedure in which the assigned student spends the full day in a restricted area away from the rest of the students. During this experience, students will be properly supervised and supplied with work assignments. Please refer to Public Act 10-111 and General Statute Section 1-233C.
22. **Interventions**: strategies provided to students intended to produce positive change in behavior
23. **Law Enforcement Authorities**: any legally constituted local, state or federal agency authorized to enforce the law of the community, state or federal government
24. **Manifestation Determination Hearing**: is a hearing (meeting) to determine appropriate disciplinary action for a student with a disability. It must be held prior to a referral for expulsion or any change in placement for a student receiving specialized instruction.
25. **Martial Arts Weapon**: a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star
26. **MOA**: Memorandum of Agreement is an agreement between the Bridgeport Public School and the Bridgeport Police Department to encourage a more consistent response to school incidents and to reduce the number of referrals or students to court by establishing guidelines for the handling of non-emergency disruptive behavior at school and at school related events by school and police personnel
27. **Out-of-School Suspension**: exclusion from school attendance and privileges for a definite period not to exceed ten (10) consecutive school days. Each day of suspension shall be considered a full day of excused absence. For Guidelines for In-School and Out-of-School Suspensions,

please refer

to: http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf

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

37.**SY:** school year

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

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

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

41.**UEA:** unexcused absence. Please refer to Attendance Policy.

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

**ACKNOWLEDGEMENT OF RECEIPT OF
THE STUDENT CODE OF CONDUCT**

**Bridgeport Public Schools
Student Agreement**

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

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

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

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

Parent/Guardian Signature

Date