

Bridgeport Public Schools

Student Series 5000

	Policy	Number	Policy or Regulation	Date Adopted or Revised
Elementary and Secondary				
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Adopted:

Last Reviewed / Revised 11/26/18

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
ATTENDANCE

Admission - Placement

Policy No. 5111

4/23/12

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Schools shall accept all children who will be five (5) years old on or before January 1 of the enrolling year. First grade children must be six years old on or before January 1 of the enrolling year. (See Section 5113.)

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school principal.

Students entering the Bridgeport Public Schools for the first time must present a birth certificate or other legal evidence of age as determined by the Superintendent.
(See Section 5116.1.)

(cf. 5153 - Health Assessments and Immunizations)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.
10-15c School attendance by five year olds.
10-261 Definitions.
State Board of Education Regulations
10-76d-7 Admission of student requiring special education (referral).

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
ATTENDANCE
Admissions-Residents

Policy No.5112

4/23/12

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Requirements

1. The requirements for new students, other than kindergarten and beginning first grade students, transferring to the Bridgeport schools from outside the Bridgeport district schools, shall be:
 - a. Reliable evidence of date of birth and Bridgeport residency (see Residency Policy). See Section 5117.
 - b. Proper documentation of required health assessments and immunizations unless conditions of existing policies regarding these assessments are met. While students who are of school age will not be refused entrance pending their submitting evidence of date of birth, they may not be enrolled unless they present evidence of residing in Bridgeport and of proper immunization and health assessment as required. For students other than kindergarten and beginning first grade students, any required health assessments and immunizations can be provided by the sending school with signed authorization by the parents or guardians.
 - c. Certification from sending school regarding grade placement or other acceptable evidence, such as the child's last report card or promotion card.
2. The requirements for new kindergarten and beginning first grade students entering the Bridgeport schools from other than Bridgeport schools shall be reliable evidence of date of birth, Bridgeport residency, and proper enrollment health assessment and adequate immunization, as described above.

Children who are under-age for kindergarten may not be enrolled at that level and will be referred to a Pre-K program. Children who have attended first grade elsewhere, but who are underage for first grade, may be enrolled in the first grade, subject to their ability to do the work at this level. If it can be proven that a child has been in a school elsewhere for the purpose of circumventing the Bridgeport school district's age rule, admission to first grade will not be granted.

Kindergarten

There will be pre-registration. Proper documentation of date of birth, health assessment and immunization must be presented before the child is accepted for school entrance.

In cases of students not registered in May/June, every effort should be made by the parents/guardians to enroll the child in kindergarten as soon as possible prior to the beginning of school.

The specific requirements for kindergarten children entering school for the first time shall be:

1. **Age** - Children who reach the age of five (5) years on or before January 1 of current school year.

2. **Reliable evidence of date of birth** - The parent or guardian must present one of the following as acceptable evidence of date of birth:
 - a. Official birth certificate obtainable from the department of health;
 - b. Notice of birth registration sent by the department of health to the parents/guardians showing the registration of the child's birth;
 - c. Notarized statement as to date of birth;
 - d. Passport, in the case of a foreign-born child.

3. **Health assessment and immunizations** - Documentation required by Connecticut General Statutes (Sec. 10-206 and sec. 10-204a) that the child has had a pre-kindergarten health assessment, including adequate immunization. The pre-kindergarten health assessments are the sole responsibility of the parent or guardian.

4. **State of Connecticut Department of Education Health Assessment Record** - Prior to school enrollment Health Assessment Record form (HAR-3) (provided to the parent/guardian by the school) must be completed by the parent or guardian and the child's doctor and be presented to the school nurse before the child can begin school. The health assessment and immunization record must be conducted within one year prior to the student's entry and shall be conducted by a legally qualified practitioner of medicine.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-1Sc Discrimination in public schools prohibited. School attendance by five-year olds, as amended by P.A. 97-247
 10-76a - 10-76g re special education
 10-184 Duties of parents
 10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students
 Appeals to state board. Establishment of hearing board
 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 State Board of Education Regulations
 10-76a-1 General definitions (c) (d) (q) (t)

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
ATTENDANCE

Policy No. 5113

4123/12

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Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

Legal References: Connecticut General Statutes § 10-220
 Connecticut General Statutes §10-184
 Connecticut General Statutes §10-198a

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 understand that the benefits of regular attendance will be gained through responsibility and commitment.

Ages Of Attendance

The Bridgeport Public Schools shall be open to all children five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Special education will be provided for children in accordance with state and federal law.

Enrollment

Parents, and those who have the care of children age five (5) are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless the parent, or person having control of such child, is able to show that the child is elsewhere receiving equivalent studies taught in the public schools. Children are eligible for school accommodations if they reach age 5 before January 1 in that year.

Parents may opt out of mandatory school attendance for their children on an annual basis when the children are either 5 or 6 years of age. The parent, or person having legal guardianship, shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent, or person having legal guardianship, with information on the educational opportunities available in the school system.

Withdrawal

The parent or person having legal guardianship, of a child seventeen (17) years of age must consent to such child's withdrawal from school. The parent, or person having legal guardianship, shall exercise this option by personally appearing at the school office to sign a withdrawal form. The district shall provide the parent, or person having legal guardianship, with information on the educational opportunities available in the school system and in the community. If a child is eighteen (18) years of age or older, he/she is not required to attend school.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools.
 10-1Sc School attendance by five year olds. 10-76a - 10-76g re special education
 10-184 School attendance age requirements
 10-186 Duties of local and regional boards of education re school attendance - Hearing. Appeal to state board. Establishment of hearing board
 10-233a-10-233f Inclusive, re: suspend, expel removal of pupils. 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 10-261 Definitions.
 State Board of Education Regulations
 10-76d-7 Admission of student requiring special education (referral)

Definitions

1. Student - a student enrolled in the Bridgeport Public Schools
2. Absence Types
 - a. Excused absence - an absence from a regularly scheduled school day which requires written notification from the parent/guardian explaining the absence and the school has approved such absence as determined by the building principal (or designee) for:
 - i. Reasons of health, including illness, incapacity, or doctor's visits. The administration reserves the right to require physician or other appropriate certification for absences in excess of five (5) consecutive days or of a total of fifteen (15) days in any school year.
 - ii. Family emergencies
 - iii. Religious holidays
 - iv. Court appearance
 - v. Funeral or death in the family
 - vi. Approved school activities, including field trips
 - vii. Suspension or expulsion
 - viii. Special activities or emergencies with the consent of the parent or other person having control of the child in limited circumstances
 - b. Unexcused absence - any absence from a regularly scheduled school day that is not excused for a valid reason even if the parent notified the school.
 - c. Unverified absence - any absence from a regularly scheduled school day in which the parent has not notified the school.

3. Truant - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. A student five or six years of age shall not be considered truant if his/her parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five or six years of age. In addition, a student seventeen (17) to eighteen (18) years of age shall not be considered truant if his/her parent or person having control over such student has appeared personally at the school district office and signed a withdrawal form.

High school students must be present in school for a minimum of 160 days to receive course 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 course 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.

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. Students with more than 20 unexcused may not be considered for promotion. Refer to Promotion Policy 6300.

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.

Request for early dismissal

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student. A student must be present for a minimum of 50% of the school day in order to be considered in attendance for the day.

Parents/guardian requesting dismissal before the normal end of the school day must make a written request, come into the school office to pick the student up and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

Legal Reference: Connecticut General Statutes
 10-184 Duties of parents
 10-199 through 10-202 Attendance, truancy in general.
 10-202e-f on dropout prevention and grant program
 10-221(b) Boards Of Education to prescribe rules.
 Campbell v New Milford, 193 CT 93 (1984)

Suspended Students

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.

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 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 and reporting to class on time. The following procedures and guidelines have been developed in support of this goal:

Tardy to School

1. School tardiness 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.

Tardy to Class

1. Class tardiness 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.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary 8: Secondary

ATTENDANCE

Attendance Monitoring
Procedure

Policy No. 5113R

4/23/12

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The attendance regulations are designed to help students understand that the benefits of positive school attendance will be gained through responsibility and commitment. Two basic principles underpin the literature relating to improving school attendance. They are family involvement and early intervention. To this end the process of monitoring and recording attendance and interventions are key. The process begins at the student's 4th unexcused absences and will continue until the issue is resolved. When students between the ages of 7 and 16 accumulate 20 unexcused absences a Family with Service Needs Referral or DCF referral (depending on student's age) must be filed.

The following benchmarks will 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 |

Daily procedures for taking attendance

1. In order to provide efficient attendance monitoring staff action will be recorded in PowerSchool in the Attendance Support Register. At each benchmark listed entries will be made in the student information system to document our monitoring procedure. Administrative office personnel will be responsible for making appropriate changes in PowerSchool.
2. Teachers will take attendance in Power Teacher to enter absences and tardies.
3. Students who are tardy (10 minutes after the official start of school time) must comply with the establish school procedures for entering school late. Teachers may not allow students entry into class without a late pass. It is expected that the student will bring a written note, excusing the absences, signed by a parent/guardian on the morning the student returns to school. Without a note, all absences will be considered unexcused absences...
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. Principal will check the status of teachers who have not taken attendance utilizing the Power Teacher Attendance report.
6. If a teacher is absent from school, substitute teachers may take attendance utilizing the Power Teacher Substitute Portal.

For Students with Truancy Issues

Intense case monitoring of students identified as at risk will be provided through the coordinated efforts of Attendance Resource Centers specific to each high school and their feeder schools. Students identified as at risk will have an Attendance Liaison Officer assigned to the family. At risk student's case will remain open until the truancy issue is resolved. The following measures will also be implemented to reduce truancy:

- o Automated daily attendance phone calls and automated attendance letters will be sent at unexcused absence benchmarks.
- o Police Officer Truancy Sweep Teams will conduct city-wide sweeps to identify students not in school. Students will be brought back to the respective Attendance Support Centers or be referred to school-based Truancy Court.
- o A Truancy/Bullying Hotline will be available where suspicions of truancy/bullying can be anonymously reported.
- o Community businesses are encouraged to prohibit sales to school age children during school hours and to report truancy the Truancy Hotline.
- o At-risk students will be referred to School-based Truancy Court.
- o A Parent Education Center will be available to educate and support parents' efforts to engage their children in school.

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).

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE

Regular and punctual student attendance is essential to the educational process. Section 10-184 of the Connecticut General Statutes provides that "each parent or other person having control of a child five (5) years of age and over and under eighteen(18) years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

The parent or person having control over such child seventeen (17) years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community.

Parents and those who have the care of children age five (5) are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent studies taught in the public schools. Children are eligible for school accommodations if they reach age five (5) before January 1 in that year. Parents may opt out of mandatory school attendance for their children on an annual basis when the children are either five (5) or six (6) years of age. The parent or person having legal guardianship shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person having legal guardianship with information on the educational opportunities available in the school system.

In order to assist parents and other persons in meeting this responsibility the school administration monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The school administration, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to your child's school.

FORM

PARENT/GUARDIAN CONTACT INFORMATION

Student's Name: _____

Parent/guardian(s) Name: _____

Address: _____

Father's Daytime Telephone
Number*: _____

Mother's Daytime Telephone
Number*: _____

Daytime Telephone Number* of
Other Person Having Control of
Student: _____

Name and Relationship to
Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may
contact you during the school day.

Signature: _____

Date: _____

(Return this form to your child's school)

Adopted: 5/14/12

Last Reviewed / Revised:

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary 8: Secondary

ATTENDANCE

School Attendance Areas

Policy No. 5116

4/23112

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The Board shall establish, upon recommendation of the superintendent, school boundary lines that define the areas of the city from which students attend school at the various levels. School attendance areas are located in the "Directory and Street Guide." Pupils will attend the school designated within the school boundary in which the pupil resides.

Magnet/Choice Options

Bridgeport Public Schools offers parents and students educational options within the school district and in various regional programs. Options include intradistrict Magnet Schools, theme schools, regional interdistrict magnet schools, open choice program, charter schools, regional vocational-technical and vocational agriculture schools, as well as *no child left behind* school choice options.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



BRIDGEPORT BOARD OF EDUCATION

CONTROLLED TRANSFER POLICY

It is the policy of the Bridgeport Board of Education that students shall attend schools based upon geographic district lines. Exceptions to this policy are permitted under the **Controlled Transfer Policy**, which permits transfers to other schools within Bridgeport. **TRANSPORTATION WILL NOT BE PROVIDED FOR CONTROLLED TRANSFERS.**

A. The procedure for applying for a Controlled Transfer is as follows:

1. Applicants may pick up an application, as well as a policy statement, at the Office of Student Choice www.bridgeportedu.com click PARENT tab followed by SCHOOL CHOICE
2. The application must be filled out and returned to Office of Student Choice, Room 302, City Hall 45 Lyon Terrace, Bridgeport, and Ct 06604.
3. The application will be reviewed and a decision will be made in writing to the applicant.
4. A copy of the application and the approval or denial letter will be kept on file in the Office of Student Choice.
5. This policy does not apply to BPS Magnet Schools.

B. A Controlled Transfer will be granted under the following conditions:

1. A Controlled Transfer may be granted into classrooms where the current enrollment in grades K and one (1) is less than 23, in grades 2 through 8 with enrollments less than 28 students. In grades 9- 12, a controlled transfer application may be granted on a case by case basis by Central Office administration.

C. Procedure for revoking a Controlled Transfer:

1. Controlled Transfer applicants will be informed, in writing, that the Controlled Transfer will be revoked at any time for the following reasons:
 - Violation of the Code of Conduct Attendance policy or a Type 3 Code of Conduct Disciplinary Offense
 - The letter informing the parent of the controlled transfer revocation will reference the Code of Conduct disciplinary violation and include a copy from the Code of Conduct
 - After the completion marking period 2, any controlled transfer that is revoked will not take effect until the beginning of the next school year
 - If the student does not meet the terms of the Controlled Transfer for discipline, attendance and/or tardiness the following procedure is implemented:
 - o The principal will contact the parent/guardian in writing to warn that the student could have his/her Controlled Transfer revoked according to the provisions outlined in the letter granting the Controlled Transfer. A copy of the letter will be sent to the Office of Student Choice - letter #1.
 - o If the student continues to violate the Controlled Transfer Policy, a second letter will be sent to the parent/guardian. A copy of the letter will be sent to the Office of Student Choice - letter # 2.
 - o Upon the third violation of the Controlled Transfer Policy, the Office of Student Choice will confer with the appropriate assistant superintendent and make a determination as to whether the Controlled Transfer should be revoked.
 - o Should the request for revocation be approved, the Office of Student Choice will notify the principal of the Controlled Transfer assigned school and the new district school of the decision to revoke the Controlled Transfer and to assign the student to the new district school. A third and final letter will be sent to the parent/guardian from the Office of Student Choice revoking the controlled transfer.
 - o Until the student has reported to the district school, the principal from the Controlled Transfer assigned school assists in the transfer to the new district school. This may entail phone calls, home visits or referrals to the appropriate agencies.

D. Appeal Process

- If the applicant disagrees with the decision, they will have 15 business days from receipt of the decision to appeal.
- The Controlled Transfer will remain in effect during the appeal process for a revocation
- Lack of space at the Controlled Transfer assigned school will be cause for immediate revocation, even while pending the outcome of an appeal.

E. Procedure for appeals is as follows:

- a. Applicant must, in writing, request that the Office of Student Choice have an Assistant Superintendent of Schools review the application.
- b. The Assistant Superintendent will review each appeal application and render a decision in writing to the applicant within ten (10) business days.
- c. If the applicant is still not satisfied with the Assistant Superintendent's decision, the applicant can request, in writing, that the Superintendent of Schools review the decision.
- d. The Superintendent will review each appeal application submitted to them from the Assistant Superintendent and render a decision in writing to the applicant within fifteen (15) business days.
- e. If the applicant is still not satisfied with the Superintendent's decision, the applicant can request, in writing, a meeting with the Board of Education.
- f. The Board of Education will schedule a meeting with the applicant and review their application. A final decision on the appeal will be rendered by the Board of Education within ten (10) business days after the meeting
- g. Should the appeal process timelines not be followed by the administration, the appeal will be upheld.

Bridgeport Board of Education

Elementary Magnet School Sibling Policy

A Sibling Policy has been adopted in order to encourage single, rather than divided, elementary school allegiances and thereby promote high levels of parental involvement and provide for continuity within the household.

Definition:

Within the context of this policy, siblings are defined as children with a common parent or legal Guardian whom live within the same household. Criteria for entrance must be met by each sibling (i.e. twin, triplets etc.) in order to be included in the lottery for acceptance.

Entrance criteria:

For Classical Studies, Geraldine Claytor (Lottery Students Only), High Horizons, Multicultural and Park City.

The Process:

Kindergarten

- Kindergarten applicants, with a sibling(s) currently attending grades K-8 in the same magnet school to which they have applied, will automatically gain admission into the school. Remaining spaces will be filled by non-sibling applicants.
- Parents of currently enrolled/accepted students must meet parent commitment requirements in order to register an incoming sibling.
- In the event the number of sibling candidates alone exceeds the number of spaces available, a sibling lottery will be held with the non-sibling lottery to follow.
- Twins, triplets, etc., will be treated as one unit in the lottery with their lottery numbers placed on the same lottery waiting list.
- As follow-up to the definition of sibling, the parent or guardian will provide legal documentation as confirmation (if requested).

Waiting List:

Waiting lists are established for students applying for grades K-8.

- When a vacancy occurs, siblings will be given preference for admission over non-siblings in the order in which their names appear on the waiting list.
- All entrance criteria for siblings grades 1-8 must be met.
- Every effort will be made to fill empty lottery seats by October 1st.

- If empty seats remain after October 15 the district will assist in ensuring all seats are filled.
- Students on the lottery waiting list must apply each year to gain access to a magnet school
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists for the current school year.

Revised: 8.23.2021

BOE Approved: 8.23.2021

Bridgeport Board of Education

Elementary Magnet Entrance & Performance Expectations Policy

The magnet schools (Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City)-encourage students to pursue academic excellence. Instruction is centered on specific themes: project-based learning, language arts, world languages, and science (themes are listed by school as stated in the prior sentence). The magnet programs are rigorous and intended to groom students for college. We expect our students to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Bridgeport Public Magnet Schools are open to all students on an equal basis including students with disabilities. A student with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that a student's IEP and 504 Plan is implemented and all services are delivered.

The elementary magnet programs expect all students to be successful. However, to maintain academically high standards, elementary students in grades 1-8 who do not meet our minimum academic, attendance and/or behavioral requirements and parent commitment will be supported through a series of interventions. If after the implementation, documentation, and evaluation of intervention practices prove to be unsuccessful the students may be, at a time deemed appropriate, reassigned from the magnet school to their neighborhood schools.

Elementary Entrance Requirements for Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City

All magnet lotteries will be held in a public setting and all parents of applicants will be notified of the location, date and time.

- A. Any pre-k program is not a part of the magnet program and does not guarantee entrance into the magnet program.
- B. Kindergarten
 - Selection by lottery.
 - Parents of currently enrolled/accepted students must meet parent commitment requirements in order to register an incoming sibling.
 - There are no additional entry requirements.

C. Grades 1 - 8 at Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City must meet the following criteria:

- Selection by lottery.
- A final grade of C or better in core academic subjects (Reading, Writing, Math, Science, and Social Studies).
- A conduct/effort grade of 1 or 2 across the report card.
- Student school attendance must be aligned with the Bridgeport Public School Attendance Policy.
- Signed Parent Commitment.
- Teacher Recommendation Form.
- Student Interview/ Writing Prompt.

Criterion for reassignment from Classical Studies, Geraldine Claytor, High Horizons, Multicultural, and Park City:

Grades 1 -8 Reassignment Criteria:

A. A grade of “D” or below for two consecutive marking periods in a core subject (Reading, Writing, Math, Science & Social Studies).

- Academic interventions will be put in place through the SRBI process and documented prior to reassignment.

B. A behavioral grade of a 3 or higher across the report card.

- Behavioral interventions will be put in place through the SRBI process and documented prior to reassignment.

C. Failure to adhere to the Bridgeport Public School Attendance Policy. (See BPS Attendance Policy) Attendance supports will be put in place and documented prior to reassignment.

D. For a Type 3 violation of the Code of Conduct (or a violation of the digital code of conduct) reassignment will coincide with the end of a marking period to assist the student’s transition.

E. Family did not meet parent commitment requirement.

Reassignment Process:

A. A notification letter regarding possible reassignment will be issued at the time of earning a grade of D or below, a behavior grade of 3 or higher, and/or failure to adhere to the BPS Attendance Policy.

B. A parent/guardian meeting must be scheduled within 10 business days.

C. Prior to the reassignment to the neighborhood school, the principal must provide the family with written notification which shall include a copy of the Magnet School Policy.

D. The Assistant Superintendent/Executive Director must be notified of every student reassigned, identifying the school, race, ethnicity, sex, grade and reason. This information will be promptly be reported to the Superintendent, who will then report the information to the Board of Education.

Reassignment Timeline:

Students who surface for potential reassignment during the school will be provided a letter (mail, email, school messenger etc.) to the parent/guardian notifying them of possible reassignment with a signature request. A meeting with the parent/guardian will be scheduled within 10 business days. The Principal will give the parent/guardian notice prior to the beginning of the neighborhood school reassignment. The student will be referred to his/ her neighborhood school for the beginning of the new school year.

Appeal Process:

- After receiving final notification of reassignment, the parent/guardian may file an appeal with the Assistant Superintendent/Executive Director within ten (10) business days. The Assistant Superintendent/Executive Director must approve or reject the appeal, in writing, within ten (10) business days.
- If the parent/guardian(s) is not in agreement, they may appeal to the Superintendent within ten (10) business days. The Superintendent must approve or reject the appeal in writing within ten (10) business days.
- If the parent/guardian is not in agreement with the Superintendent's decision, the parent/guardian can request in writing, a meeting with the BOE.
- The BOE will schedule a meeting with the parent/guardian to review their appeal and a final decision regarding the appeal will be rendered by the BOE within ten business days after the meeting date.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process. In the event that the appeal process timelines are not adhered to by administration at the school or district levels, the appeal will be upheld.

Waiting List:

Every effort will be made to fill empty lottery seats by October 1st.

- If empty lottery seats remain after October 15, the district will assist in ensuring all seats are filled.
- Students on the lottery waiting list must apply each year to gain access to a magnet school.
- Once a student accepts a seat at a magnet program, his/her name will be removed from all other magnet school waiting lists for the current school year.

Bridgeport Board of Education

High School Magnet Entrance & Performance Expectations Policy

The magnet schools (Central Magnet, Fairchild Wheeler, and Bridgeport Military Academy) encourage students to pursue academic excellence. Instruction is centered on specific themes: project-based learning, language arts, world languages, and science (themes are listed by school as stated in the prior sentence). The magnet programs are rigorous and intended to groom students for college. We expect our students to excel in academic study and demonstrate personal conduct appropriate to an academic learning environment.

Bridgeport Public Magnet Schools are open to all students on an equal basis, including students with disabilities. A student with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that a student's IEP and 504 Plan is implemented, and all services are delivered.

The high school magnet programs expect all students to be successful. However, to maintain academically high standards, high school students who do not meet our minimum academic, attendance and/or behavioral requirements will be supported through a series of interventions. If after the implementation, documentation, and evaluation of intervention practices prove to be unsuccessful the students may be, at a time deemed appropriate, reassigned from the magnet school to their neighborhood schools.

High School Entrance Requirements for Central Magnet, Fairchild Wheeler, and Bridgeport Military Academy

All magnet lotteries will be held in a public setting and all parents of applicants will be notified of the location, date and time.

Central Magnet:

The Central Magnet Component of Central High School is a highly rigorous, college preparatory program for students desiring a serious academic challenge. Central Magnet students will excel in academic study, demonstrate personal conduct appropriate to a learning environment, and enroll in college level classes while still in high school.

In order to maintain academically high standards, for students who do not meet Central Magnet High School's minimum academic and behavioral requirements, an academic plan and interventions will be put in place to support that student's effort to succeed. If after the implementation, documentation and evaluation of the practices prove to be unsuccessful the

student may at a time deemed appropriate, be reassigned from the Central Magnet Component and returned to their neighborhood school.

Entrance Requirements for Eighth Grade Students to Central Magnet:

- Be a Bridgeport resident.
- Selection by lottery for non-feeder and TAG students.
- Final grade of C+ or better in core academic subjects on grade 7th and 8th report cards.
- Student Handbook and attendance must be aligned with Bridgeport Public School policy.
- SBAC scores with a minimum of 2 in reading and 2 in math or an average score above the 25th percentile in reading and math on the district benchmark assessment administered in grade 8 for the Magnet. Students who score in the top 10% percentile on the district assessment for the Magnet will be automatically accepted to Central Magnet.
- Principal Recommendation

Please note:

- All grade 8 students in TAG and in BPS magnet elementary schools including Classical Studies and Geraldine Claytor may automatically enter Central Magnet if they have met the minimum entrance requirements stated above.

All other eighth grade public, parochial and private elementary students must apply for entrance through the lottery. As part of the lottery screening process, the applicant must meet the minimum entrance requirements. The lottery places the qualified applicants in numbered positions on a wait list for entry. Admittance to Central Magnet is determined by the number of available seats and the next position of qualified applicants on the wait list. Students on the waiting list must apply each year to gain access the Central Magnet program.

Requirements for Continuing Enrollment in Central Magnet:

When students are not meeting our minimum academic, attendance and behavioral standards during the academic year, all reasonable efforts are made to support student's efforts to succeed.

All 9th and 10th grade students must enroll in 4 courses, which include 2 core academic courses (English, Math, Science, Social Studies and World Language), inclusive of 4 credits each of English, Math, Science, History and 3 credits of the same World Language.

For the class of 2020 and beyond, all Central magnet students must successfully complete 1 Advanced Placement or an ECE/dual enrollment course to earn a Central Magnet diploma.

To maintain enrollment, all students are expected to maintain a C average in core academic classes, English, Math, Science and Social Studies.

Students must pass a minimum of 3 courses per semester or placed on academic probation or reassigned to district school. Students who fail 2 academic courses by the end of the school year will be deselected.

Students will have one marking period to improve grades.

The reassignment to the district school will be determined on a case by case basis at a final conference with the student, parent and administrator in which the parent or guardian will be provided with a copy of the Magnet School Policy. The timing of the reassignment will coincide with the end of a marking period to assist the student's transition.

Appeal Process:

- After receiving final notification of reassignment, the parent/guardian may file an appeal with the Assistant Superintendent within ten (10) business days. The Assistant Superintendent must approve or reject the appeal, in writing, within ten (10) business days.
- If the parent/guardian(s) is not in agreement, they may appeal to the Superintendent within ten (10) business days. The Superintendent must approve or reject the appeal in writing within ten (10) business days.
- If the parent/guardian is not in agreement with the Superintendent's decision, the parent/guardian can request in writing, a meeting with the BOE.
- The BOE will schedule a meeting with the parent/guardian to review their appeal and a final decision regarding the appeal will be rendered by the BOE within ten business days after the meeting date.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process.
- In the event that the appeal process timelines are not adhered to by administration at the school or district levels, the appeal will be upheld.
- The student will be allowed to remain in the designated magnet school pending the completion of the appeal process.

Waiting List

- Every effort will be made to fill empty lottery seats by October 1st.
- If empty seats remain after October 15, the district will assist in ensuring all seats are filled.
 - Students on the lottery waiting list must apply each year to gain access to a magnet school.
- Once a student accepts a seat at a magnet program, their name will be removed from all other magnet school waiting lists for the current school year.

Fairchild Wheeler

- All grade 8 Inter-district Discovery Magnet School students may automatically qualify for acceptance to Fairchild Wheeler. An on-line application must be completed.
- All remaining seats not filled by Discovery will be filled by a blind lottery. □ There is no other criterion for entrance or reassignment.

Bridgeport Military Academy

- Bridgeport Military Academy is an open-choice school and entrance is determined by a blind lottery.
- Upon acceptance, all cadets are expected to complete boot camp. □ There is no other criterion for entrance or reassignment.

Revised: 11.26.2018

BOE Approved: 03.28.2022

Updated 3/28/22



Bridgeport Public Schools
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SCHOOL ATTENDANCE AREAS
Home Schooling Policy

Policy No. 5116(e)

4/23/12

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Parents/guardians wishing to educate their child at home should file a notice of intent with the Office of Pupil Services at the Administrative Office Building, 948 Main Street.

Upon notification from the Office of Pupil Services the school should inactivate the student in The Student Information System indicating "Home Schooled" as the leave code.

Upon the request of the parent, the neighborhood school principal will provide the district curriculum and/or textbooks, if available, which must be returned at the end of the school year.

An annual portfolio review will be held with the parent/guardian and school principal to determine if instruction in the required courses has been given.

A parent/guardian, by filing a notice of intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a notice of intent in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
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SCHOOL ATTENDANCE AREAS
Athletic Transfer Eligibility
Policy

Policy No. 5116(f)

4/23/12

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A student that transfers from one Bridgeport Board of Education high school to another, as a sophomore, junior or senior, including Kolbe Cathedral High School, Bullard Havens Technical School or any Charter School established in Bridgeport, must be in attendance one full school year before that student is eligible to participate in an interscholastic sport that the student participated in at the sending school in the present or preceding year during grades 10, 11 or 12. This includes participation at the junior varsity level. Freshmen are exempt from this policy. Students entering their senior year may, within the first marking period, have a request for exemption evaluated. These evaluations will be conducted on a case by case basis under the jurisdiction of the Assistant Superintendent of Secondary Education. The decision will be subject to appeal to the Superintendent or his/her designee and subsequently, if not resolved, to the Board of Education.

If a student attends a Charter School located in Bridgeport and has been participating in an interscholastic sport as a sophomore, junior or senior at the high school located in his/her attendance area, and moves to a different attendance area, he/she must live at that new attendance (street address) area one full school year before he/she is eligible to participate in the sport he/she participated in at the high school in the prior attendance area. This includes participation at the junior varsity level. Freshmen are exempt from this policy.

A student granted a waiver of the Bridgeport Board of Education's Athletic Transfer Eligibility Policy is still required to meet all C.I.A.C. eligibility regulations.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
SCHOOL ATTENDANCE AREAS
Athletic Academic Eligibility
Policy

Policy No. 5116(g)

4123/12

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Eligibility Requirements:

Student Athletes will be required to meet the eligibility requirements of the Connecticut Interscholastic Athletic Conference (C.I.A.C.). Student athletes who receive a mid-marking period or marking period grade below a C- (2.4) in a Bridgeport core course will be required to attend tutoring to remain eligible. When a mid-marking period grade is assigned as pass (P) or fail (F), student athletes who receive a failing (F) mark in a Bridgeport core course will be required to attend tutoring to remain eligible.

- The C.I.A.C. requires that students pass four (4) classes each marking period. A class that a student received prior credit for cannot be used for eligibility purposes. Final grades and summer school grades will be used to determine fall eligibility.
- A Bridgeport core course is any class in the following departments: Business, English, Mathematics, Science, Social Studies or Foreign Language.
- Eligibility will be determined by the building principals, or their designees, the day report cards are distributed, or fourteen (14) days after the marking period ends, whichever comes first.
- Tutoring requirements will be determined by the building principals, or their designees, when mid marking period and marking period grades are posted. Fourth marking period grades will not be subject to the tutoring requirements. Fourth marking period midterm grades will be subject to tutoring requirements.
- The building principal may revoke a student athlete's eligibility at anytime for failure to attend mandatory tutoring, unexcused class absences, or because of disciplinary matters.

Appeal Process:

A student who does not meet the Bridgeport Athletic Academic Eligibility Requirements because of a hardship, as defined by C.I.A.C. Eligibility Rule #18, may be exempt from the Bridgeport Athletic Academic Eligibility Requirements for one (1) marking period. The decision will be recommended by the Director of Athletics, Health and Physical Education on a case-by-case basis to the Deputy Chief Academic Officer. A hardship is defined as an unforeseeable act, condition, or event which may not reasonably and/or practicably be avoided or corrected, and which causes the imposition of a severe burden upon the student or his/her family. Individuals who are granted a hardship waiver must still meet all C.I.A.C. requirements. The burden of proof for all appeals relies on the student/parent/guardian. This proof must be written documentation supporting the specified hardship. All information will be handled in a confidential manner.

Monitoring:

- The Department of Athletics will work with the Department of Pupil Services to develop a Power School module to track student athletes' data such as: grades, class schedule, class attendance and date of entry into 9th grade.
- The Department of Athletics will collaborate with school administration and the guidance department to monitor student athletes' eligibility and required tutoring.
- Athletic coaches will continually monitor their student athletes' academic progress through communication with the classroom teachers and school administration. This process will be reflected in the annual coaching evaluation.
- Annually, the Guidance Department of each high school will update the core course list provided to the N.C.A.A. Clearinghouse. N.C.A.A. requirements will be considered by guidance staff when creating schedules of potential collegiate athletes.

Reference: Connecticut Interscholastic Athletic Conference (C.I.A.C.)

www.casciac.org

National Collegiate Athletic Association (N.C.A.A.)

www.ncaaclearinghouse.net

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
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Registration Procedures

Policy No. 5116.1

4/23/12

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- I. School Assignment will be determined by the Bridgeport Public Schools Directory and Street Guide.
- II. All of the following are necessary to register a student new to the Bridgeport Public School System:
 1. a birth certificate and/or passport
 2. current medical records including a recent physical and updated immunizations
 3. transfer papers and/or school records from previous school should be presented legal court documentation of guardianship is required
- III. Proof of residency is required of all students registering in or transferring to any Bridgeport Public School.
- IV. Proof of residency is required of students changing district schools within the Bridgeport Public School System.
- V. The following is the definition of residency for the purposes of this document. "The student(s) live(s) full time with at least one parent or legal guardian in a home in Bridgeport."
- VI. In order to prove residency, the parent/guardian must provide at least two (2) of the following:
 1. current bills from two (2) different utility companies; or a letter from the utility company confirming hook-up or future hook-up of the registrant at that address (a telephone bill is not acceptable as proof of the residency of the parent or guardian).
 2. canceled checks to prove payment of rent for two (2) months.
 3. a copy of the parent/guardian driver's license or a Connecticut State 1.0.
 4. a notarized letter from the homeowner indicating that the parent/guardian resides at the stated address if the child/children and parent/guardian reside with a non-related adult or family member.
 5. current mortgage bank statement or homeowner's tax bill indicating that the parent/guardian resides at the stated address if the child/children reside with a non-related adult or family member.
- VII. In the event that two or more of the above are not available the child may be registered in school on a conditional basis if the parent/guardian can provide one of the items listed below. After two (2) months full proof of residency will be required of the parent/guardian.
 1. A contract for the rental of a residence in Bridgeport has been signed and occupancy will be take place within approximately two (2) months from the time the student is enrolled. A notarized statement from the landlord will be required of the parent/guardian.

2. A contract to purchase a home in Bridgeport has been signed and the closing is scheduled within approximately two (2) months from the time the student is enrolled. A notarized statement from the real estate firm or attorney will be required in such situations.
3. The Bridgeport Housing Authority Project Manager will supply in writing proof, if any, of the registering persons residence in any housing managed by the Bridgeport Housing Authority.

PROOF OF RESIDENCE FORM

Student: _____ **I.D.** _____
(Print)

Parent / Guardian: _____ **Date:** _____
(Print)

Address: _____ **Zip:** _____
(Print)

Phone: _____
(Home) (Work) (Emergency)

Proof Of Residency*

Two of the following are needed if the registrant has established residency in Bridgeport:

Utility Bills: Gas ☐ Electric ☐ Water ☐ Cable ☐ Oil ☐

Two rental checks: ☐

Photo I.D.: Driver's License ☐ CT State I.D ☐

Both needed if the child and parent/guardian reside with a non-related adult or a family member:

Homeowner's Notarized Letter ☐

Tax Bill/Mortgage Statement ☐

One needed if the registrant has not established residency in Bridgeport

Rental Lease ☐ Verification of address required after two (2) months ☐

Letter from 8.H.A. Project Manager ☐ Verification of address required after two (2) months ☐

Notarized letter from real estate firm ☐ Verification of address required after two (2) months
or attorney with date of home closing ☐

Parent/guardian Signature: _____

Registrar: _____ Date: _____

*Please make photo copies of proof and place in student's permanent file.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

ATTENDANCE

Residency Policy

Policy No. 5117

4123/12

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Resident Students

- A. Children of school age who are bona fide residents of Bridgeport are entitled to school accommodations provided by the Bridgeport Board of Education without payment of tuition.
- B. A bona fide resident for purpose of this is defined as:
 - 1. Any child who is residing with his or her parents or Parent/guardian who is a bona fide resident of Bridgeport.
 - 2. Any child who is residing with a legally appointed guardian who is a bona fide resident of Bridgeport.
 - 3. A legally emancipated minor or a child eighteen years of age or older who is residing in Bridgeport with the intent to reside on a permanent basis.

Non-Resident Students

Students who move from the Bridgeport School district may be allowed to continue to attend Bridgeport schools under the following conditions:

- A. Students who move from the Bridgeport School district after the completion of the third marking period may be allowed to complete the school year in compliance with tuition Policy 3240.
- B. Students who are seniors in high school or in a terminal grade (i.e. 6 or 8) who move from the Bridgeport School district after the end of the first marking period may be allowed to finish the school year in compliance with tuition Policy 3240.

In order for a student who moves from the Bridgeport School district to remain in school to complete the academic year, the parent/guardian must get a recommendation for approval from the school principal and the approval of the appropriate Assistant Superintendent of Schools.

- C. The Superintendent shall require that parents or guardians of a child provide appropriate proof of residency in Bridgeport prior to enrollment of their child in Bridgeport Public Schools. The Superintendent shall also require that parents or guardians of a child already enrolled in the Bridgeport Public Schools provide appropriate proof of residency in Bridgeport when there is:
1. Change of residence; address
 2. Return of school mailing by the U.S. Postal Services because addressee unknown at the address given to school
 3. Report of non-resident status of student enrolled in Bridgeport
 4. Other indications of non-residency

Upon the suspicion of non-residency, an investigation may include:

1. Study of documentation previously submitted by parent/guardian
2. Requirement to submit documents verifying a residency
3. An investigation of tax records to determine residency
4. Additional investigation if deemed necessary

In the event it is determined by the Superintendent that a child is not a legal resident of Bridgeport and is not entitled to be provided free school accommodations by the Bridgeport Board of Education, the parent or guardian of the child or the legally emancipated minor or child over the age of eighteen (18) shall be notified in writing pursuant to C.G.S. Section 10-186 of the right to request a hearing before the Board of Education, or a committee of the board, regarding this issue.

In the event it is determined that a child is not legally entitled to be provided school accommodation by the Bridgeport Board of Education without the payment of tuition, the board of education may, pursuant to C.G.S. Section 10-186 assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend the Bridgeport Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

Legal Authority: Connecticut General Statute 10-253, 10-186

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

PROGRESS RECORDS

Access to Student Records
and Confidentiality

Policy No. 5124

4123/12

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I. Access to Student Records and Confidentiality

The Board of Education ("Board") complies with the state and federal regulations regarding confidentiality, access to and amendment of student records. The Board shall implement procedures that protect the privacy of parents/guardians and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
PROGRESS RECORDS
Definitions

Policy No. 5124(a)
4/23/12
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I. Definitions

- A. Access is defined as the right to inspect or review a student's educational records or any part thereof. Access may include the right to receive copies of records under limited circumstances.
- B. Directory Information includes 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 parents/guardian's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or 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.
- C. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.
- D. Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.
- E. Legitimate Educational Interest means the need for a school official to review an educational record in order to fulfill his or her professional responsibilities.
- F. Parent is defined as a parent or parents of a student, including a natural parent, a guardian or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student; however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1954 is entitled to the student's records without the eligible student's consent.
- G. Personally Identifiable Information includes, but is not limited to, the name and address of the student, student's parent, or other family member, the student's personal identifier, such as social security number or student identification number, or a list of characteristics or other information that would make the student's identity easily traceable.
- H. 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.

- I. **Signed and Dated Written Consent** to disclose personally identifiable student information from a student's records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of consent.

J. Student Records

1. "Student records" shall include any information directly related to a student that is recorded in any manner (e.g., in writing, on film, or on tape or disk) and that is maintained by the school system or persons acting for the school system.
2. "Student records" shall **not** include:
 - a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b) employment records used only in relation to the student's employment by the school district;
 - c) alumni records that contain information about the student after he/she is no longer in attendance at the school;
 - d) records on an eligible student that are maintained by a physician psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment; and
 - e) records maintained by a law enforcement unit of an educational agency or institution that were created by that unit for the purpose of law enforcement.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary 6: Secondary
PROGRESS RECORDS
Procedures**

Policy No. 5124(b)

4123/12

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III. Procedures

The following procedures shall apply regarding student records:

- Parents/guardians and/or eligible students have the right to inspect and review all education records of their child (or, in the case of an eligible student, all education records pertaining to himself/herself). A request to inspect and review records shall be in writing. The school principal shall respond to all requests for student records in a prompt manner.
- For the records of regular education students, the principal will make records available for inspection and review by parents/guardians or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- For the records of special education students, the following time frames apply: As required by Section 10-76d-18(b)(1) of the Regulations of Connecticut State Agencies, written requests by parents/guardians of students requiring special education and related services will be accommodated within ten (10) school days of the receipt of such requests, within three (3) school days of the receipt of such requests if the requests are made in order to prepare for a meeting regarding an individualized education program or within three (3) calendar days of such a request if the request is made in order to prepare for a meeting related to any due process proceeding. One free copy of a student's records will be provided to parents/guardians of students requiring special education and related services on written request within five (5) school days of the request.
- The school district will appoint an individual to be responsible for the care and upkeep of all student records. Educational records are kept by categories, each of which encompasses a specific type of data collected during a student's education career. These categories also determine how long the school district must maintain the records. The school district will provide to parents/guardians, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.
- On an annual basis, the school district will notify parents/guardians of students or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in the Code of Conduct Student Handbook published annually and available on the district website. The school district will take steps to ensure that parents/guardians or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

PROGRESS RECORDS

**Confidentiality of
Education Records**

Policy No. 5124(c)

4123/12

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IV. Confidentiality of Education Records

- A. All school staff must understand that personally identifiable information in student records is confidential. Each person who has access to student records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages.
- B. Student records are not public records and any disclosure other than to persons authorized to receive the records without prior parent consent violates the law and Board policy, except as provided in federal and state statutes.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
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Elementary & Secondary

PROGRESS RECORDS

Accessibility To Student
Records

Policy No. 5124(d)

4/23/12

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V. Accessibility to Student Records

- A. A parent/guardian or eligible student has the right to inspect and review specific confidential information about the student unless such rights have been waived under Section IX, below.
- B. Aside from a parent/guardian or eligible student, only staff members who have been determined by the school system to have a legitimate educational need, and the other exemptions as set forth in Section VI, may have access to a student's records. Pursuant to the procedures set forth in Section V (E), below, the district maintains a record of parties that have requested access to education records, including information found in computer memory banks.
- C. Parent/guardians' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning himself/herself. All requests for access to student records must be in writing. A parent/guardian does not lose his or her right to access records upon divorce. Non-custodial parents retain their rights to review their child's education records unless otherwise ordered by a court.

When requesting inspection or review, a parent/guardian or eligible student must submit a written request that identifies the record or records being sought. The school district will notify the parent/guardian or eligible student of the date, time, and location where the records may be inspected and reviewed. Requests will be accommodated within a reasonable period of time, but in no case more than forty-five (45) calendar days after the receipt of such requests.

- 2. The parents/guardians or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of student records to a designated representative must be signed and dated by the parent/guardian or eligible student.
- 3. A school professional shall be present at all such inspections and reviews and shall explain and interpret data in the records whenever access is granted.
- D. A fee cannot be charged by the system to search for or to retrieve the educational records of a student. If a student has been identified as requiring special education and related services, the parents' right to inspect and review the child's records shall include the right to receive one free copy of those records. An eligible student who is identified as requiring special education and related services is entitled to one free copy of his/her records. A request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed 50¢ per page.

Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks.

1. The record (log) shall indicate the name of any individual, agency, or organization that requested or obtained access to the student's records, the date of the request for access, whether access was given, and the purpose for which the party was granted access to the records, including the names of additional parties to whom the receiving party may disclose the information on behalf of the school district, and the legitimate educational interest in obtaining the information.
2. The record (log) requirement does not apply to requests from, or disclosure to:
 - a) a parent/guardian or eligible student;
 - b) a party seeking directory information;
 - c) a party who has signed and dated written consent from the parent/guardian and/or eligible student;
 - d) school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record; and
 - e) persons seeking or receiving the information as directed by a Federal grand jury or other law enforcement subpoena (provided that the information requested is not to be re-disclosed).
3. The record (log) is a permanent part of the student's records and must be available to the parent/guardian or eligible student upon request.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

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PROGRESS RECORDS

The Release of Records or
Personal Data

Policy No. 5124(e)

4/23/12

Page 1 of 3

VI. The Release of Records or Personal Data

- A. The school system or its designated agent(s) may not permit release of personally identifiable records or files of any student to any outside individual, agency, or organization without the signed and dated written consent of the parent/guardian or eligible student, except as indicated in Section VI.D below. Personally identifiable information contained in the student record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless written consent has been obtained.
- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, note the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. If circumstances effectively prevent the parent/guardian or eligible student from exercising their right to inspect and review educational records, the Board of Education shall provide the parent/guardian or eligible student with a copy of the records requested or make other arrangements for the inspection and/or review of the requested information.
- D. Personally identifiable information may be released without consent of the parent/guardian, or the eligible student, only if the disclosure is:
 1. To other school officials who have been determined by such agency or institution to have legitimate educational interest in the records.
 2. To officials of another public school, including a public charter school, in which the student seeks or intends to enroll. Disclosure of personally identifiable information will be made only upon condition that the student's parent/guardians be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section VIII.
 3. To authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of Education; or State and local educational authorities, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent/guardian or eligible student has given written consent for the disclosure.

4. In connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.
5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974, if the disclosure concerns the juvenile justice system and its ability to effectively serve the student whose records are released. If reporting or disclosure is permitted pursuant to a state statute concerning the juvenile justice system adopted after November 19, 1974, such disclosure may be made without consent only if the officials and authorities to whom the records are disclosed certify in writing to the school district that the information will not be disclosed to any other party without the prior, written consent of the parent/guardian of the student, except as provided under State law.
6. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as the study does not permit personal identification of parents/guardians or students by individuals other than representatives of the organization and the information is destroyed after it is no longer needed for the purposes for which the study was conducted.
7. To accrediting organizations in order to carry out their accrediting functions.
8. To parents/guardians of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
9. To comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent/guardian or the eligible student in advance of compliance, unless such disclosure is in compliance with (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
10. In connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
11. Between two or more public schools in which the student is enrolled or receiving services.
12. If the school district initiates legal action against a parent/guardian or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.
13. If a parent/guardian or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's educational records that are relevant for the school district to defend itself.

14. To the Attorney General of the United States or his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(8) and 2331 of title 18, U.S. Code. When producing information or permitting access to student records pursuant to this subsection, the school district is not required to record its disclosure in the record (log) referred to in Section V(E).

15 Directory Information as identified in Section II.

A. The school district will notify parents/guardian (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one year.

8. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless a parents/guardian or eligible student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one year.

C. 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.

E. Nothing in this policy shall prevent the school district from:

A. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

8. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

C. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

F. The District will also facilitate the transfer of a student's disciplinary records to officials of any private school in which the student seeks or intends to enroll.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

PROGRESS RECORDS

Amendment of Student
Records

Policy No. 5124(f)

4/23/12

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VII. Amendment of Student Records

- A. If a parent/guardian or an eligible student believes that information in the student's records is inaccurate or misleading or in violation the student's right to privacy, he/she is entitled to:
1. Request in writing that the school district amend the records;
 2. Receive within a reasonable period of time not to exceed 30 days, a decision from the school district with respect to its decision on the amendment(s) requested by the parent/guardian or eligible student.
 - If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments.
 - If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent/guardian or eligible student and advise him/her of the right to a hearing.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

PROGRESS RECORDS

Hearing Rights And
Procedures

Policy No. 5124(g)

4/23/12

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VIII. Hearing Rights and Procedures

A. Rights

1. Upon written request of a parent/guardian or eligible student to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent/guardian or eligible student shall be informed in writing.
3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent/guardian or eligible student shall be informed of the right to place in the student's records a statement setting forth the reasons for disagreement with the decision.
 - a. Any explanation placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
 - b. If the records of the student or the contested portion are disclosed by the school system, the statement of disagreement by the parent/guardian and/or eligible student shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent/guardian or eligible student requests a delay.
2. The parent/guardian or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.

3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
4. The parent/guardian or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.
5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

PROGRESS RECORDS

Waiver of Rights

Policy No. 5124(h)

4123/12

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IX. Waiver of Rights

- A. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:
1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
 2. The letters or statements are used only for the purpose for which they were originally intended.
 3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.
 4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent/guardian.
- B. A waiver may be revoked with respect to any actions occurring after the revocation.
- C. Revocation of a waiver must be in writing.
- D. If a parent/guardian of a student executes a waiver, that waiver may be revoked by the student at any time after he/she reaches the age of 18.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

PROGRESS RECORDS

Special Confidentiality
Procedures For HIV-
Related Information

Policy No. 5124(i)

4/23/12

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X. Special Confidentiality Procedures for HIV - Related Information

A. The following definitions shall apply to Section X of this policy:

1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual, if an eligible student, or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

5. School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the school district medical adviser.

8. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.
2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 - a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;
 - b. any person who secures a release of confidential HIV-related information;
 - c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
 - d. a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
 - e. a medical examiner to assist in determining cause of death; or
 - f. any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.
2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian, shall keep such information confidential and shall not disclose such information.
4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating:
"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."
2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.
3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

PROGRESS RECORDS

Child Abuse Reporting

Policy No. 5124(j)

4/23/12

Page 1 of 1

XI. Child Abuse Reporting

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

PROGRESS RECORDS

Right To File A Complaint

Policy No. 5124(k)

4/23/12

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XII. Right to File a Complaint

FERPA affords parents/guardians and eligible students 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 Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 et seq.
Conn. Gen. Stat. § 10-15b
Conn. Gen. Stat. § 19a-581 et seq.
Regs. Conn. State Agencies § 10-76d-18

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §§ 1232g et seq.
USA Patriot Act of 2001, Pub. L. 107-56
No Child Left Behind Act of 2001, Pub. L. No. 107-110
34 CFR 99.1 - 99.6734 CFR 300.560-300

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

PROGRESS RECORDS

**Administrative Regulations
Regarding Classification Of
Student Records**

Policy No. 5124R

4/23/12

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The School District will appoint a Custodian of Records who will ensure that student education records are kept as follows:

Responsibility for Maintenance of Student Records

1. The Director of Psychological Services is the Chief Custodian of Records.
2. In addition, the following personnel are designated as the guardians of records for each of the schools:
 - a. Categories A and B: Principal at each school.
 - b. Category C: Case Manager at each school.
 - c. With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the records. With respect to child abuse and neglect investigation material, the Case Manager at each school shall be the guardian of the records.
3. The chief custodian of records will annually list for public inspection the names and positions of the custodians of records in each of the schools.
1. Each of the custodian of records shall supply parent/guardian, on request, a list of the types and locations of education records collected, maintained, or used within the Bridgeport Public Schools.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
ADMINISTRATIVE
REGULATIONS REGARDING
CLASSIFICATION OF
STUDENT RECORDS
Category "A" Records

Policy No. 5124R(a)

4/23/12

Page 1 of 1

Category "A" Records:

1. Category A includes official administrative records that constitute the minimum personal data necessary for the operation of the educational system.
2. Category A records should be reviewed at least every three (3) years while the student is in school.
3. Category A records may be maintained on microfilm after six (6) years beyond graduating class date.
4. Category A records shall be maintained for at least fifty (50) years after the student leaves school or graduates.
5. Category A records shall include the following identifying data:

Record	Location
a. Name, address, date of birth	Cumulative/Health File/Electronic
b. Name of parent(s) or guardian, address, telephone #	Cumulative/Health File/Electronic
c. Academic achievement (grades/transcript)	Cumulative File/Electronic
d. Level of academic achievement (class standing/academic level)	Cumulative File/Electronic
e. Date of high school graduation or equivalent	Cumulative File/Electronic
f. Student activities and significant awards	Cumulative File/Electronic
g. Records of immunizations	Cumulative/Health/Pupil/ Electronic

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: LegalReference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary & Secondary
ADMINISTRATIVE
REGULATIONS REGARDING
CLASSIFICATION OF
STUDENT RECORDS**

Category "B" Records

Policy No. 5124R(b)

4/23/12

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Category "B" Records

1. This includes verified information for the formulation of education programs for all students, but not absolutely necessary over an indefinite period of time.
2. Data in Category B must be accurate, clearly understood, and verified before becoming part of any continuing record. There should be no anonymous entries in a student's school record. Category B information should be reviewed at least every three (3) years while the student is in school.
3. Category B records may be destroyed after six (6) years following the student's graduation, or the graduation of the class to which he/she belonged.
4. Notice of a student's suspension or expulsion shall be expunged from the student's cumulative educational record if the student graduates from high school, except for notice of an expulsion based upon possession of a firearm or deadly weapon.
5. Category B records shall include the following (if applicable):

Record	Location
a. Standardized academic achievement test scores (CAPT, CMT)	Cumulative File/Electronic
b. Diagnostic reading/math test results (not special education)	Cumulative File/Electronic
c. Educational and/or vocational interest	Cumulative File
d. Speech/language and hearing evaluations (not special education)	Cumulative/Health File
e. Systematically gathered teacher or counselor ratings and observations	Cumulative File
f. Comprehensive health records	Cumulative/Health/Electronic
g. Correspondence relating to the student	Cumulative/Health
h. Disciplinary records	Cumulative File/Electronic
i. Extracurricular activities	Cumulative File
j. Letters of Recommendation	Cumulative File
k. Parent/guardian/eligible student's signed release forms for disclosure	Cumulative/Health
l. Family with Service Needs Records	Cumulative File/Electronic
m. Reports of Child Abuse/Neglect	CONFIDENTIAL FILE
n. Reports Containing Confidential HIV-Related Information	CONFIDENTIAL FILE

6. Records containing information pertaining to child abuse/neglect referrals or reports, or containing confidential HIV-related information should be kept separate from the student's cumulative folder in confidential files.
7. Confidential HIV-related information contained in the confidential file should only be disclosed pursuant to district policy.
8. Information contained in documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigation, or any such investigation conducted by local law enforcement officials, shall be kept confidential. Such records shall only be disclosed in accordance with the Board's policy regarding Confidentiality and Access to Student Records.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary & Secondary
ADMINISTRATIVE
REGULATIONS REGARDING
CLASSIFICATION OF
STUDENT RECORDS**

Category "C" Records

Policy No. 5124R(c)

4/23/12

Page 1 of 2

Category "C" Records - Special Education

1. Category C includes verified information necessary for the formulation of prescriptive educational plans designed to meet the unique needs of selected students.
2. Category C information should be kept separate from the student's cumulative folder, in the Pupil Personnel File, and reviewed annually.
3. Category C records may be destroyed after six (6) years following the student's graduation, or the graduation of the class to which he/she belonged. Prior to the destruction of Category C information, notification to parent/guardian and/or eligible students via media will be made and opportunity provided to copy said records.

Category C shall include (where applicable):

Record	Locations
a. PPT referral forms	Pupil Personnel File/Electronic
b. Reports of serious recurrent behavior patterns	Pupil Personnel File/Electronic
c. Psychological evaluations and psychologists' reports or recommendations	Pupil Personnel File/Electronic
d. Planning and Placement Team minutes, findings, and recommendations	Pupil Personnel File/Electronic
e. Individualized education plans ("IEPs")	Pupil Personnel File/Electronic
f. School social work summaries	Pupil Personnel File/Electronic
g. Learning disabilities evaluations	Pupil Personnel File/Electronic
h. Occupational therapy evaluations	Pupil Personnel File/Electronic
i. Physical therapy evaluations	Pupil Personnel File/Electronic
j. Reports of evaluations completed outside the school system (neurological, psychiatric, medical, etc.)	Pupil Personnel File/Electronic
k. Section 504 Records	Pupil Personnel File/Electronic
l. Consent forms	Pupil Personnel File/Electronic
m. Individualized Family Service Plans ("IFSPs")	Pupil Personnel File/Electronic
n. Due process records	Pupil Personnel File/Electronic

Duration of Student Records

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.

Responsibility for Maintenance of Student Records

1. The Director of Psychological Services is the Chief Custodian of Records.
2. In addition, the following personnel are designated as the guardians of records for each of the schools:
 - a. Categories A and B: Principal at each school.
 - b. Category C: Case Manager at each school.
 - c. With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the records. With respect to child abuse and neglect investigation material, the Case Manager at each school shall be the guardian of the records.
3. The chief custodian of records will annually list for public inspection the names and positions of the custodians of records in each of the schools.
4. Each of the custodian of records shall supply parent/guardian, on request, a list of the types and locations of education records collected, maintained, or used within the Bridgeport Public Schools.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Suspension/Expulsion; Due
Process

Policy No.5131

4/23/12

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Actions Leading To Disciplinary Action, Including Suspension and/or Expulsion

Students will be disciplined for conduct on school grounds or at any school sponsored activity that endangers persons or property is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and in violation of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon as defined in Conn. Gen. Stat. section 29-38, (4) and whether any injuries occurred; and (5) whether the conduct involved the use of alcohol.

Conduct which may lead to disciplinary action can be found in the Code of Conduct.

The principal must recommend expulsion proceedings in all cases against any student when the administration reasonably believes a student:

1. Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. Off school grounds, possessed a firearm as defined in 18 USC 921, in violation of Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
3. Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. §21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §21a-277 and 21a-278.
4. The following definitions shall be used in this section:
 - a. A "firearm" as defined in 18 USC 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device. As used in this definition, a "destructive device" includes any explosive, incendiary, or 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 a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than 1/2 " in diameter. The term "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
 - b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
 - c. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".
 - d. "Martial arts weapon" means a nunchaku, kama, kasarifundo, octagon sai, tonfa or chinese star.
 - e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any knife or switch knife or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, and any other dangerous or deadly weapon or instrument, including any sling shot, black jack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapon as defined above.

5. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.
6. If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education or its designated impartial hearing board for action upon this recommendation.

Procedures for Expulsion Hearings Conducted By the Board of Education

Except in an emergency situation, the Board of Education or its designee shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined below. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

1. The Board of Education or its Hearing Officer shall conduct hearings as soon as possible within ten (10) school days after a written administrative recommendation for expulsion.
2. In accordance with Board Policy, written notice of the special hearing must be given to the student, and, if the student is a minor, to his/her parent/guardian, within a reasonable time prior to the time of the hearing.
3. A student may be represented by any third party of his choice, including an attorney, at his/her expense or at the expense of his/her parent/guardian.
4. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parents/guardian/guardian do(es) not speak the English language or is handicapped.
5. The hearing will be conducted by the Hearing Officer, who will call the meeting to order, introduce the parties, board members and counsel, and swear in any witnesses called by the administration or the student.
6. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.

Student Discipline-Suspension/Expulsion; Due Process

1. The charges will be introduced into the record by the Superintendent or his designee.
 2. Formal rules of evidence will not be followed. The Board or its impartial hearing board has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The presiding officer will rule on testimony or evidence as to it being immaterial or irrelevant.
 3. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel and by members of the board or impartial hearing board.
 4. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board or impartial hearing board. Concluding statements will be made by the administration and then by the student and/or his or her representative.
 5. In cases where the respondent has denied the allegation, the Board or impartial hearing board must determine whether the respondent committed the offense(s) as charged by the Superintendent.
 6. The Board or impartial hearing board must also deliberate on the disciplinary action to be imposed upon the student. The Board may review the student's attendance record or academic record during its deliberations on this issue. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
 7. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be received at the hearing, but may only be considered in the determination of length of expulsion and nature of alternative educational opportunity to be offered.
 8. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board or impartial hearing board either on a question of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records make a recommendation to the Board or impartial hearing board as to the appropriate discipline to be applied.
 9. The Board or impartial hearing board shall make findings as to the truth of the charges, if the student has denied them, and, in all cases, the disciplinary action, if any, to be imposed. The Board or impartial hearing board shall report its final decision in writing to the student, or if such student is a minor, also to the parent/guardian, stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.
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10. In keeping with Conn. Gen. Stat. §10-233d and the Gun Free Schools Act, it shall be the policy of the Board to seek expulsion of a student for one full calendar year for: the conduct described in Section V (A) (1), (2) and (3) of these policies. The board or impartial hearing board may modify the term of expulsion on a case-by-case basis.
 11. Whenever a student is expelled, the board shall offer any such student under sixteen years of age an alternative education program. The Board of Education will provide an alternative education to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education, except as follows. The Board of Education is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity. The age limitations for the provision of an alternative educational opportunity shall not apply to pupils requiring special education as defined by federal law.
 12. Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.
 13. Where a student enrolls in the district during the period of expulsion from another school district, the Board or impartial hearing board may adopt the decision of the pupil expulsion hearing conducted by such other school district. The Board or impartial hearing board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board or impartial hearing board.
 14. Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board or impartial hearing board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board or impartial hearing board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.
 15. If a pupil enrolls in the district while an expulsion hearing is pending in another school district, such student shall not be excluded from school pending completion of such expulsion hearing unless an emergency exists, as defined above. The Board or impartial hearing board shall retain the authority to suspend the pupil or to conduct its own expulsion hearing.
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Procedures Concerning Special Needs Students (IDEA)

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA, or who have received special education and/or related services under the IDEA within the last three years, or who have been referred for special education within the last three years (an "identified student")

1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of an identified student's conduct or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for an identified student who has engaged in other behavior that violated any rule or Code of Conduct of the school district that applies to identified or non-identified students, the following procedures shall apply:
 - a. If an identified student engages in conduct that would lead to a recommendation for disciplinary action not contemplated by a child's behavior plan:
 - i. The parents/guardians of the student must be notified of the decision to take disciplinary action on the date on which the decision to take that action was made and must also receive notice of all special education procedural safeguards; and
 - ii. In the case of a recommendation for expulsion or a disciplinary action that would result in the suspension of an identified student for greater than ten (10) school days per school year, the district shall convene the student's planning and placement team (PPT) as soon as possible, but in no case later than ten (10) school days after the recommendation for such discipline was made for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order 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 ten (10) school days. An identified student must not be suspended for more than ten (10) days per calendar year, without the school district conducting a manifestation PPT.
 - b. If the PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the IEP of the identified student does not contain a current behavior intervention plan, the PPT must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the IEP of the identified student contains a current behavior intervention plan, the PPT must convene as necessary to review and/or modify the behavior intervention plan.

If the PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a non-identified student would be subject to such discipline. During any period of expulsion or suspension of greater than ten (10) days per school year, an identified student shall receive an alternative educational plan in accordance with the IEP as modified by the PPT in light of the student's exclusion. The special education records 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 ten (10) school days per school year.

2. Notwithstanding the foregoing, the placement of an identified student may be changed as a disciplinary measure under the following circumstances:
 - a. School personnel may transfer an identified student to an appropriate interim alternative educational setting, another setting, or suspension for not more than ten (10) school days per school year if such disciplinary action would also apply to non-identified students; or
 - b. School personnel may transfer an identified student to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the student:
 - i. was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
 - ii. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
 - c. School personnel may take disciplinary action against an identified student that would be taken against similar behavior by a non-identified student, including expulsion, 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. Under such circumstances, the Board of Education must continue to provide a free appropriate public education to the identified student.
3. The Board of Education will report a crime committed by an identified student to the appropriate law enforcement authority.

(As used in this subsection, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.)

Following are procedures concerning students who have been identified as having one or more disabilities under Section 504 of the Rehabilitation Act, which student does not fit the criteria listed in the above subsection (a "student with disabilities"):

1. Notwithstanding any provision to the contrary, if suspension or expulsion is considered as a consequence of a student with disabilities conduct, or if the Board of Education is contemplating a change of placement for more than ten (10) school days per school year for student with disabilities who has engaged in other behavior that violated any rule or Code of Conduct of the school district that applies to students with or without disabilities, the following procedures shall apply:
 - a. If student with disabilities engages in conduct that would lead to a recommendation for suspension or expulsion,
 - i. the parent/guardian of the student must be notified of the decision to suspend or expel on the date on which the decision to take that action was made; and
 - ii. in the case of a recommendation for expulsion, the district shall convene the student's Section 504 Team ("504 Team") as soon as possible, for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for such discipline, in order to determine whether the student's behavior was a manifestation of his/her disability.
 - b. If the 504 Team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion. The 504 Team shall consider the student's misconduct and revise the 504 Plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff. If the 504 Plan of the student with disabilities does not contain a current behavior intervention plan, the 504 Team must develop a behavior intervention plan to address the behavior that led to the disciplinary action. If the 504 Plan of the student with disabilities contains a current behavior intervention plan, the 504 Team must convene as necessary to review and/or modify the behavior intervention plan.
 - c. If the 504 Team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion, to the extent that a student without disabilities would be subject to such discipline.

Notification to Parents or Guardian

1. The parents or guardian of any minor pupil either expelled or suspended or removed from class shall be given notice of such disciplinary action as close to time of incident as possible but within twenty-four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.
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Early Readmission

An expelled pupil may apply for early readmission to school. The Board delegates the authority to make decisions on readmission to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests and may condition readmission on specified criteria.

Dissemination of Policy

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

Compliance with Reporting Requirements

1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a3, the violation shall be reported to the local police.

Legal References: Connecticut General Statutes
 4-177 - 4-180 Contested cases. Notice. Record.
 10-233a - 10-233e Suspension and expulsion of students.
 10-233f In-school suspension of pupils.
 Packer v. Board of Educ. of Thomaston, CT (1998).
 Public Act 98-139
 Federal law:
 HONIG v. Doe, (United States Supreme Court 1988) Individuals with
 Disabilities Act, 20 U.S.C. 1400 et seq. as amended by the Individuals
 with Disabilities Education Act Amendments of 1997 (P.L. 105-17).
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

STUDENT DISCIPLINE

**Off-School Misconduct-
Conduct of Athletes**

Policy No.5132(a)

4/23/12

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Off-School Misconduct

Conduct of Athletes

Membership on an athletic team is a privilege that requires students to act responsibly and in the best interest of the student, team and the school. This privilege may be revoked if the student fails to meet this reasonable requirement. Students who choose to participate on athletic teams voluntarily accept team discipline, which may include higher or stricter standards of conduct. Therefore, all athletes shall abide by a Code of Conduct which will earn them the honor and respect that participation and competition in the interscholastic program affords. No misconduct will be tolerated either on or off school premises that results in dishonor to the athlete, the team or the school. Acts of unacceptable conduct such as, but not limited to theft, vandalism or any violation of the law will result in disciplinary action taken by the principal upon consultation with the coach and the athletic director up to and including exclusion from the team. In the case of an arrest, an investigation will be made and depending upon the seriousness of the violation, the following action may occur: removal from captaincy, one or two game suspension or expulsion from the team.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

STUDENT DISCIPLINE

**Off-School Misconduct-
Conduct of Participants**

Policy No.5132(b)

4/23/12

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Conduct of Participants in Other Extra-Curricular Activities

Participation in extra-curricular activities is a privilege. Off-school misconduct may result in denial of that privilege, including denial of participation in such activities. Removal from leadership positions in such activities and denial of participation in local, regional or national organizations relating to the activity.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Weapons and Dangerous
Instruments

Policy No.5133

4/23/12

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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 Conduct.

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 the expulsion and/or suspension. If the child is deemed not capable, the administration will recommend a developmentally appropriate consequence.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Assaults/Threats

Policy No.5134

4123/12

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A student will not extort anything of value, threaten injury, or attempt to cause injury or behave in such a way as could reasonably be expected to cause physical injury to any person or damage to private property.

- On the school grounds during and immediately before or immediately after school hours
- On the school grounds at any time when the school is being used by a school group
- Off the school grounds at a school activity, function or event

The Principal, in the course of his/her investigation, will attempt to discover the cause of the fight and, if possible to solve the problem, e.g., obtain an agreement from the students to eliminate the cause of the dispute. If the Principal cannot bring about a peaceful resolution of the problem, the participants will be subject to suspension.

A more serious situation exists when an attack is made on a student. The Principal may send all parties involved home while he/she conducts an investigation of the incident. Those students found to have been participants in the attack will be suspended and a report made to the authorities. Expulsion proceedings may be initiated.

An attack on a teacher is a matter of grave concern to everyone and will be thoroughly investigated. Each case will be investigated by the Principal, and where grounds for charges under the law exist, the case will be referred to police authorities. Student(s) determined in the initial investigation to have been involved will be suspended. If no extenuating circumstances are uncovered it will be recommended that expulsion proceedings be initiated.

An established extortion, assault or threat of injury of staff member, student or any other person will be reported in accordance with Connecticut General Statutes 10-233g and will be treated as a violation of school and regulation in accordance with the Code of Conduct at each school.

(cf. 5131 - Suspension/Expulsion)

(cf. 5133 - Weapons and Dangerous Instruments)

(cf. 5136 - Vandalism)

Legal Reference: Connecticut General Statutes
10-233g Boards to report school violence. Reports of principals to authority.

Adopted :

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Vandalism

Policy No. 5135

4/23/12

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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 a 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.

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 also be subject to disciplinary action.

(cf. 6161.21 – Fees, Fines and Charges)

Legal Reference: Connecticut General Statutes
10-221 (a) Boards of education to prescribe rules
52-372 Parental responsibility for torts of minors. Damage defined

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No. /Regulation:
Related Superintendent Procedure:
Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Smoking

Policy No.5136

4/23/12

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Smoking and Other Tobacco Use and Possession

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.

Legal Reference: Connecticut General Statutes
1-21b Smoking prohibited in certain places
35-198 Smoking in... school buses (prohibited)

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No. / Regulation:
Related Superintendent Procedure:
Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Drug & Alcohol Use

Policy No.5137
4/23/12
Page 1 of 2

Statement

The Board is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the use, sale, distribution or possession of controlled drugs, controlled substances or drug paraphernalia, as defined in C.G.S. Section 21a-240, or alcohol on or off school property or during any school sponsored activity is prohibited. It shall be the responsibility of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the possession, distribution, sale or use of substances that affect behavior.

Definitions

1. **Controlled Drugs:** those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).
2. **Controlled Substances:** a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).
3. **Professional Communication:** any communication made privately and in confidence by a student to a professional employee *or* such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).
4. **Professional Employee:** means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

5. **Drug Paraphernalia:** means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, crack cocaine vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances. C.G.S. Section 21a-240(20)(A).
6. **Student Assistance Team:** a team whose members may include a building principal, school nurse, school social worker, school psychologist and/or school counselor.

Involuntary Disclosure

Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances or Alcohol:

- a. Any student in the Bridgeport Public Schools using, possessing, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity is subject to discipline up to and including expulsion pursuant to the Board's Code of Conduct.
- b. Students found to be in violation of the use, sale, distribution or possession of controlled drugs, controlled substances or alcohol may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- c. A meeting may be scheduled with the Student Assistance Team for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- d. Law enforcement officials will be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References: Connecticut General Statutes:
Sections 10-154a, 10-212a, 21a-240, 21a-243

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No.
/Regulation: Related Superintendent
Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Gang Activity or
Association

Policy No.5138

4/23/12

Page 1 of 1

The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the student shall not:

1. Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or education objectives. No student on or about school property or at any school activity shall: wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang;
2. Present a physical safety hazard to self, students, staff, and other employees;
3. Create an atmosphere in which a student, staff or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence, including but not limited to: soliciting others for membership into any gangs, requesting any person to pay protection or otherwise intimidating or threatening any person, committing any other illegal act or other violation of school district policies, inciting other students to act with physical violence upon any other person, imply gang membership or affiliation by gesture, handshakes, etc., and written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.

If the student's behavior or other attribute is in violation of the provision, the principal or designee will request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.

Students identified as being gang involved influences or affiliated will be provided assistance, and/or programs, which promote pro-social behavior. Such programs will be expected to discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Training to provide increased awareness of the threat to the safety of students, staff, and school property which gang-related activity poses, shall be provided on an as-needed basis. Additional presentation will be made available to individual schools, staff or students at the request of the principal. Presentations will provide training in current identification symbols used by those involved in gang-related activity and will include things such as the identification of hand signals, apparel, jewelry and/or any other pertinent gang-related information.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Hazing

Policy No.5138.1

4/23/12

Page 1 of 1

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.

See: Code of Discipline

Athletic Coaches Guidelines (BOE adopted 5.26.15)

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

STUDENT DISCIPLINE

**Use of Communication
Devices**

Policy No.5 138.2

4123/12

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Students shall not use a cell phone or electronic communication device while in school.

The school principal may grant written permission for such use of a communication device by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the use of the device.

Legal Reference: PA 95-304 An Act Concerning School Safety
PA 96-108 An Act Concerning Student Use of Telecommunication
Devices and the Establishment of Graduation Dates

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Cheating

Policy No.5139

4/23/12

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Cheating by students is defined as attempting to take credit or taking credit for someone else's work, using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, or test. Students at all grade levels shall be taught what cheating is, how it undermines the learning process and breaches principles of ethics that the district places in high regard, and the consequences for it. They shall also structure tests and assignments so as to minimize the opportunity for student cheating.

The Superintendent, in conjunction with administrators and faculty, shall develop a regulation that delineates steps to be taken and appropriate penalties to be enacted, when it is determined that cheating has occurred. The Board believes that students should be able to defend their work as original without teachers having to conduct extensive research.

(cf. 5131 - Suspension/Expulsion;Due Process)

(cf. 6140 - Graduation Requirements)

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No. /Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Student Attire

Policy No.5140

4/23/12

Page 1 of 4

Mandatory School Uniform for Bridgeport School Students, Grades PK-8

- 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 worn and 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 dress or docker-style shorts. Shorts must be worn with a belt at the waist. 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. Individual schools will choose their colors. 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.
- Sweatshirts Or Sweaters Can Be Pullover Or Zippered – Only pullover or cardigan sweaters in the solid colors of Navy or Tan (no patterns) without hoods or decorations or wording will be allowed. Individual schools may choose an additional authorized color for sweaters vests 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 Class 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.

Mandatory School Uniform for Bridgeport School Students, High School Grades

- Pants – Navy, Tan or Black dress or Dockers trouser style pants must be worn with a belt at the waist. Jeans are prohibited.
- Skirts, Jumpers or Skorts – Navy, Tan and Black must be worn and must be knee level or longer. Blouse or polo shirts must be worn under the jumper. Jeans are prohibited.
- Shorts – Navy, Tan and Black knee length dress or Dockers trouser style shorts. Shorts must be worn with a belt at the waist. 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. Three additional colors may be selected by each school's leadership team. Shirts must be tucked into pants. Individual schools will choose their colors before the end of school term 2011. 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 Or Zippered – Only uniform pullover or cardigan sweaters in the solid colors of Navy or Tan (no patterns) without hoods or 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 Class Attire - School approved gym attire may be worn in physical education classes only.

** Refer to the Bridgeport Public Schools' Code of Conduct Section 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.

Compliance

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 seven (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 a one-time grace period of seven (7) days. 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.

Clothing and Items Prohibited for All Grades.

Please refer to the Bridgeport Public Schools' handbook, Dress Code section – pages 19 and 20.

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

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 paragraph 11, 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."

Revised and amended April 25, 2011

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Uniform Policy

Policy No.5140(a)
4/23/12
Page 1 of 1

Bridgeport Board of Education Public School Uniform Policy

1. Statement of 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-12 attending the Bridgeport Public Schools will wear mandatory uniforms every school day. School uniform policies can promote school safety, improve discipline, and enhance the learning environment. School uniforms are effective in promoting an orderly school environment.

2a. Parental Responsibility

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

2b. Staff Responsibility

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.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

STUDENT DISCIPLINE

Communication of Behavior
Concerns to Students &
Parents

Policy No.5141

4/23/12

Page 1 of 1

Behavioral concerns are a serious barrier to learning and teaching. The reduction or elimination of these barriers is the responsibility of school staff, parents, and students; consequently school administrators are to include parental input and participation in the development of any behavioral intervention plan. All plans are to include timely communication to parents regarding behavioral incidents. Prescribed and planned communication between school and parent will serve as a powerful strategy in reducing behavioral incidents and increase student academic progress.

All personnel of the Bridgeport Public Schools is prohibited from recommending the use of Ritalin and other similar stimulant (psychotropic drugs) to a student or a parent as a solution or an option to behavior issues within the classroom, or for any other reason.

School system staff should communicate their concerns about behavior through the appropriate educational SAT, SST or PPT channels, but refrain from suggesting at any time the use of these medications as a therapy or trial.

School nursing staff must also refrain from suggesting that Ritalin or similar medications be used for behavior or improvement in educational issues. School medical staff may recommend that child be evaluated by appropriate medical practitioners for conditions or behaviors that may impact education.

All staff should be aware that failure to comply with these regulations could carry both a civil and a criminal penalty.

Further, a parent's refusal to administer or consent to administration of psychotropic drugs to a child does not, in itself, constitute grounds for (1) the Department of Children and Families (DCF) to take the child into custody or (2) a court to order that the child be taken into DCF custody, unless that refusal results in the child's abuse or neglect.

Legal Reference: Public Act 01-124, An Act Concerning Recommendations For And Refusal Of The Use Of Psychotropic Drugs By Children And Utilization Review Determinations Related To Mental And Nervous Conditions.

Adopted:

Last Reviewed / Revised: 5/ 4/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

STUDENT DISCIPLINE

**Bullying Prevention &
Intervention Policy**

Policy No.5142

4123/12

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The Bridgeport Public Schools is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Bridgeport Public Schools bullying prevention policy, the Bridgeport Public Schools expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Bridgeport Public Schools.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Bridgeport Public Schools' Code of Conduct Student Handbook on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) Causes physical or emotional harm to such student or damage to such student's property;
- 2) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) Creates a hostile environment at school for such student;
- 4) Infringes on the rights of such student at school; or
- 5) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

Consistent with the requirements under state law, the Bridgeport Public Schools authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
 - (2) enable parents/guardians to file written reports of suspected bullying;
 - (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
 - (4) require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
 - (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
 - (6) include a prevention and intervention strategy for school employees to deal with bullying;
 - (7) provide for the inclusion of language in *Code of Conduct Student Handbook* concerning bullying;
 - (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
 - (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to in order to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
-

- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
 - (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
 - (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
 - (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
 - (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
 - (15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
 - (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
 - (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.
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The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Bridgeport Public Schools shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

LegalReferences:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*
Conn. Gen. Stat. 10-145a
Conn. Gen. Stat. 10-1450
Conn. Gen. Stat. 10-220a
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. 10-222g
Conn. Gen. Stat. 10-222h
Conn. Gen. Stat. §§ 10-233a through 10-233f

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary
STUDENT DISCIPLINE
Safe School Climate Plan

Policy No.5142R

4/23/12

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Safe School Climate Plan

The Bridgeport Public Schools is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Bridgeport Public Schools has developed the following Safe School Climate Plan, consistent with State law and Board policy. This Plan represents a comprehensive approach to addressing bullying and cyber-bullying and sets forth the Bridgeport Public Schools' expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited as stated in the Code of Conduct, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The Bridgeport Public Schools expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Bridgeport Public Schools; or through the use of an electronic device or an electronic mobile device owned, leased or used by Bridgeport Public Schools.
- B. The Bridgeport Public Schools also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the Bridgeport Public Schools;
- C. In addition to prohibiting student acts which constitute bullying, the Bridgeport Public Schools also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of the Bridgeport Public Schools' Bullying Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Bridgeport Public Schools' policies on student discipline, suspension, and expulsion as stated in the Bridgeport Public Schools' Code of Conduct and consistent with State and federal laws.

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyber-bullying, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyber-bullying" means** any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disc, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Bridgeport Public Schools;

- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of Positive Behavior Interventions and Supports (PBIS) initiative for the prevention of bullying identified by the Department of Education, (2) prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts as stated in the Bridgeport Public Schools' Code of Conduct, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the perpetrator, parents and school employees, and interventions with the targeted student, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Bridgeport Public Schools working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Bridgeport Public Schools.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Bridgeport Public Schools.

IV. Leadership and Administrative Responsibilities**A. Safe School Climate Coordinator**

For the school year commencing January 1, 2012, Susan Smith, Director of Social Work, will be the District Safe School Climate Coordinator. The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan;
2. collaborate with principals, Safe School Climate Specialists, administrators, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the Bridgeport Public Schools and to make recommendations concerning amendments to the Safe School Climate Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The principal of each school shall submit the name of said Specialist to the Assistant Superintendent by September 1st of each school year. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. School-Based Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for fostering a safe school climate and addressing issues relating to bullying in the school. It is strongly recommended that schools utilize the PBIS team for this purpose. School committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) utilize data from PowerSchool to identify and address patterns of bullying among students in the school; 3) review data from PowerSchool and amend school policies relating to bullying; 4) review data from PowerSchool and make recommendations to the Specialist/Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Specialist/Coordinator in the collection of data from PowerSchool regarding bullying; and 7) perform any other duties as determined by the principal that are related to the prevention, identification and response to school bullying.

- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. Following the State of Connecticut, Department of Education's approval of the Bridgeport Public Schools' Safe School Climate Plan, the plan will be posted on the Bridgeport Public Schools' website (www.bridgeportedu.com).

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents/guardians may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports should be filed with the administrator and/or the Safe School Climate Specialist, and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. All school employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the school district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the targeted student and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. **Notice to Law Enforcement**

If the principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Bridgeport Public Schools' obligations under State and federal law and the Bridgeport Public Schools' policy regarding the disclosure of personally identifiable student information. In making this determination, the principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.).
- G. A parent of student may initial a grievance proceeding when either the student or his/her parent or guardian is dissatisfied with the outcome of an investigation of bullying. The principal shall provide parents with a copy of the "Complaints and Grievances Procedure" found in the Code of Conduct.

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Bridgeport Public Schools' obligations under State and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Bridgeport Public Schools' policy and State and federal law.
- B. The principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with Bridgeport Public Schools' obligations under State and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The principal of each school shall submit a monthly report of all allegations, investigations, and verify acts of bullying to the Assistant Superintendent. In addition, the principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the targeted student and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
 - B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
 - C. The following sets forth possible interventions which may also be utilized to enforce the Bridgeport Public Schools' prohibition against bullying:
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i. Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

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

ii. Disciplinary Interventions

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

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Bridgeport Public Schools' Code of Conduct.

Expulsion may be imposed in accordance with the Bridgeport Public Schools' Code of Conduct. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for targeted student

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a targeted student may include the following:

- a. counseling;
- b. increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. encouragement of student to seek help when victimized or witnessing victimization;
- d. peer mediation or other forms of mediation, where appropriate;
- c. Student Safety Support plan; and
- f. restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
 - b. adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
 - c. inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
 - d. individual interventions with the perpetrator, parents and school employees, and interventions with the targeted student, parents and school employees;
 - e. school-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multi-cultural education or other training in federal and State civil rights legislation or other topics relevant to safe school climate;
 - f. student peer training, education and support;
 - g. promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - h. implementation of the Positive Behavioral Interventions and Supports initiative or other evidence-based approaches for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
 - i. respectful responses to bullying concerns raised by students, parents or staff;
 - j. planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
 - k. use of peers to help ameliorate the plight of targeted students and include them in group activities;
 - l. avoidance of sex-role stereotyping;
 - m. continuing awareness and involvement on the part of school employees and parents with regard to prevention and intervention strategies;
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- n. modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

Each school will develop an individual State School Climate Plan to address improving school climate within their school in accordance with State guidelines.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Bridgeport Public Schools shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Bridgeport Public Schools shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Bridgeport Public Schools shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

Crisis Response

Policy No.5150

4/23/12

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Procedure for Handling Psychological Trauma Subsequent To a Crisis or Emergency

Subsequent to an emergency or crisis, the building principal will notify the Assistant/Associate Superintendent and the Director of Social Work and will then convene the Student Assistance Team. The SAT acts as an advisory panel to the principal. The initial objective of the SAT is to gather all factual information relating to the emergency. The team then evaluates the impact of the crisis on staff and students and generates suggested strategies. The SAT then assists in determining whether additional psychologists, social workers, nurses or other specialists are needed at the affected school.

The steps taken by the SAT will depend upon the nature of the crisis. The following are provided as examples of SAT activities. This list is not intended to be exhaustive.

Suggested SAT Procedures

- Delegate appropriate responsibilities among team members.
- Prepare and distribute a factual written statement for staff.
- Decide where and when to share information with students.
- Develop special plans for classes directly affected.
- Meet with identified classes to review facts, inform them of crisis counseling centers, discuss feelings, encourage them to be supportive of each other and discuss feelings with parents/guardians.
- Develop appropriate support systems within the school (e.g., counseling centers, groups for students, staff).
- Prepare and distribute letters to send home to parents/guardians to let them know what is being done at school.
- Decide when it is appropriate to contact certain parents/guardians individually.
- Identify students who may be at risk.
- In case of deaths, obtain funeral information and share it; plan memorial services. (It is suggested that, in the case of suicide, memorial services not be held in the school building.)

- Assess long-term effects on school.
- Schedule faculty meetings before and after school day. Guidelines for initial and follow-up faculty meetings are provided below.
- Convene the SAT at the end of the day to debrief and plan for the following day.
- Document all decisions and actions.

It is important that staff receive accurate and timely information about the emergency or crisis. While a written statement of facts may be prepared for staff and distributed during the day, a faculty meeting should be held as quickly as possible. Additional faculty meetings should be held as needed.

Guidelines for an Initial Faculty Meeting

1. Distribute written statements of facts. Dispel rumors if necessary.
 2. Inform faculty that all police and media contact concerning the crisis should be directed to the building administrator.
 3. Announce funeral arrangements if applicable.
 4. Give faculty an opportunity to react, ask questions, and express feelings.
 5. Give staff support, if needed. Encourage staff to be supportive of one another.
 6. Discuss when and where students will be presented with the information. Address how the particularly affected classes will be handled.
 7. Communication of factual information to parents/guardians is essential.
 8. Review warning signs.
 9. Review how to assess which students may be more at risk at the time of crisis.
 10. Discuss the support systems that have been developed.
 11. Let staff know the plan for the school day.
 12. Arrange for a follow-up faculty meeting.
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Guidelines for a Follow-Up Faculty Meeting

1. Review the day, get feedback from staff.
2. Give staff an opportunity to share and express feelings.
3. Set up staff support group, if appropriate.
4. Gather names of students or classes needing additional support.
5. Discuss next steps to be taken.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

WELFARE

Student Health Services

Policy No.5151

4123/12

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Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the pupil has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the pupil or to secure for the pupil a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screening;

If required by the school district medical advisor, testing for tuberculosis and Sickle Cell anemia or Cooley's anemia. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 or 7 and in grade 10 or 11 by a legally qualified Practitioner of Medicine of each student's parents/guardians own choosing.

Such health assessments shall include:

Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;

Updating of immunizations required under 10-204 and 10-204a;

Vision, hearing, postural, and gross dental screening;

If required by the school district medical advisor, testing for tuberculosis and Sickle Cell anemia or Cooley's anemia;

Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the pupil attends. Upon written authorization from the student's parent / guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The superintendent of schools, or designee, shall notify parents/guardians of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Pupils who are in violation of board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades Pre-K – 6 and grades 9 & 11 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Postural Screening

School nurses will screen all students in grades 5, 8 and 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent/guardian of each pupil found to have any postural defect or problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

Immunizations / Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without vaccination against smallpox and adequate immunization against the following diseases:

Measles	Pertussis
Rubella	Mumps
Poliomyelitis	Hemophilus influenza type B
Diphtheria	Chicken Pox
Tetanus	Hepatitis
Pneumococcal Conjugate	Any other vaccine required by section 19a-7f of C.G.S.

Before entering the either kindergarten or seventh grade, each child shall receive a second immunization against measles and varicella.

Students shall be exempt from the appropriate provisions of this when:

They present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or

They present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or

They present a statement from their parents/guardians that such immunization would be contrary to the religious beliefs of such child; or

In the case of measles, mumps or rubella, present a certificate from a physician or from the director of health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

In the case of hemophilus influenza type B has passed his or her fifth birthday; or

In the case of pertussis, has passed his or her sixth birthday.

The school nurse will report to the local director of health any occurrence of State of Connecticut defined reportable communicable diseases.

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within one year prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, and filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a pupil whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of Emergency Information cards for each student. If a child's injury requires immediate care, the parent/guardian will be called by telephone or other means of communications by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents/guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5156-Child Abuse and Neglect)
(cf. 5157-Suicide Prevention)

Legal Reference: Connecticut General Statutes
10-203 Sanitation.
10-204 Vaccination.
10-204a Required immunizations.
10-204c Immunity from liability
10-205 Appointment of school medical advisors.
10-206 Health assessments.
10-206a Free health assessments.
10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.
10-208a Physical activity of student restricted; boards to honor notice.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.
10-213 Dental hygienists.
10-214 Vision, audiometric and postural screening: When required;
notification of parents re defects; record of results. (As amended by PA
96229 An Act Concerning Scoliosis Screening)
10-214a Eye protective devices.
10-214b Compliance report by local or regional board of education.
10-217a Health services for children in private nonprofit schools.
Payments from the state, towns in which children reside and private
nonprofit schools.

Adopted :
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No. /Regulation:
Related Superintendent Procedure:
Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

**Administration of Student
Medications**

Policy No.5152

4/23/12

Page 1 of 16

Definitions

1. Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication;
2. "Advanced practice registered nurse" means an individual licensed pursuant to Section 20-94a of the Connecticut General Statutes;
3. "Authorized prescriber" means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and, for interscholastic and intramural athletic events only, a podiatrist;
4. "Before- and after-school program" means any child care program operated and administered by a local or regional board of education or municipality exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statute. Such programs shall not include public or private entities licensed by the Department of Public Health or board of education enhancement programs and extra-curricular activities;
5. "Board of education" means local or regional board of education, a regional educational service center, a unified school district, the regional vocational-technical school system an approved private special education facility, a non-public school whose students receive service pursuant to Section 10-217a of the Connecticut General Statute;
6. "Cartridge injector" means "cartridge injection" as defined in Section 10-212a of the Connecticut General Statute;
7. "Coach" means an "athletic coach" as defined in Section 10-222e of the Connecticut General Statute;
8. "Commissioner" means the Commissioner of Education or any duly authorized representative thereof;
9. "Controlled drugs" means "controlled drugs" as defined in Section 21a-240 of the Connecticut General Statute;
10. "Cumulative health record" means the cumulative health record of a pupil mandated by Section 10-206 of the Connecticut General Statutes;
11. "Dentist" means a doctor of dentistry licensed to practice dentistry in Connecticut pursuant to Chapter 370 of the Connecticut General Statute, or licensed to practice dentistry in another state;
12. "Department" means the Connecticut State Department of Education or any duly authorized representative thereof;
13. "Director" means the person responsible for the operation and administration of any school readiness program or before- and after-school program;

14. "Eligible student" means a student who has reached the age of eighteen or is an emancipated minor;

15. "Error" means:

A. failure to do any of the following as ordered:

- i. administer a medication to a student;
- ii. administer medication within the time designated by the prescribing practitioner;
- iii. administer the specific medication prescribed for a student;
- iv. administer the correct dosage of medication;
- v. administer medication by the proper route; and/or
- vi. administer the medication according to generally accepted standards of practice; or,

8. administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student

16. "Extracurricular activities" means activities sponsored by local or regional boards of education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs;

17. "Guardian" means one who has the authority and obligations of guardianship of the person of a minor, and includes:

A. The obligation of care and control; and

8. The authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment;

18. "Intramural athletic events" means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program

19. "Interscholastic athletic events" means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events;

20. "Investigational drug" means any medication with an approved investigational new drug (ND) application on file with the Food and Drug Administration (FDA) which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval;

21. "Licensed athletic trainer" means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes;

22. "Medication" means any medical preparation including over-the-counter, prescription and controlled drugs, as defined in Section 21a-240 of the Connecticut General Statutes

23. "Medication emergency" means a life-threatening reaction of a student to a medication;

24. "Medication plan" means a document plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form;

25. "Medication order" means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, and time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber;
26. "Nurse" means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut pursuant to Chapter 378 of the Connecticut General Status;
27. "Occupational therapist" means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Status;
28. "Optometrist" means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Status;
29. "Paraprofessional" means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board for employment as a health care aide or assistant or instructional aide or assistant;
30. "Physical therapist" means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Status;
31. "Physician" means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Status, or licensed to practice medicine in another state.
32. "Physician assistant" means an individual licensed to prescribe medications pursuant to Section 20-12d of the Connecticut General Status;
33. "Podiatrist" means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Status;
34. "Principal" means the administrator in the school;
35. "Qualified personnel" for schools means (a) a full-time employee who meets the local or regional board of education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication in accordance with Section 10-212a-3 of the regulations; (b) a coach and licensed athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of the regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-O of these regulations. For school readiness programs and before- and after-school programs, directors or director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-1O of these regulations;
36. "Research or study medications" means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered;
37. "School" means any educational program which is under the jurisdiction of a board of education as defined by this section excluding extracurricular activities;
38. "School medical advisor" means a physician appointed pursuant to Section 10-205 of the Connecticut General Status;

39. "School nurse" means a nurse appointed pursuant to Section 10-212 of the Connecticut General Status;
40. "School nurse supervisor" means the nurse designated by the local or regional board of education as the supervisor or, if not designation has been made by the board, the lead or coordinating nurse assigned by the board;
41. "School readiness program" means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Status and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Status;
42. "Self-administration of medication" means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan;
43. "Supervision" means the overseeing of the process of the administration of medication in a school; and
44. "Teacher" means a person employed full time by a board of education who has met the minimum standards as established by that board of education for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to Sections 10-212a-1 through 10-212a-7 of the Regulations of Connecticut State Agencies.

(Effective August 8, 1995)

Administration of Medications

A. The board of education shall:

- 1) Determine who shall administer medications in a school – a licensed nurse or, in the absence of such licensed nurse, qualified personnel for schools;
- 2) Determine the circumstances under which self-medication by students is permitted
- 3) Develop with the advice and approval of the school medical advisor and the school nurse supervisor, specific written policies and procedures concerning the administration of medications to the students within the school system by a nurse, or in the absence of a nurse, by qualified personnel for schools; and
- 4) Review and revise, with the advice and approval of the school medical advisor, the school nurse supervisor or other qualified licensed physician, the policies and procedures concerning the administration of medications as needed, but at least biennially.

B. No medication may be administered without:

- 1) The written order of an authorized prescriber;
- 2) The written authorization of the student's parent or guardian or eligible student; and
- 3) The written permission of the parent for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication

C. Prescribed medication shall be administered to and taken by only the person for whom the prescription has been written.

- D. In the absence of a licensed nurse, only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse, specifically:
- 1) Qualified personnel for schools may administer oral, topical, intranasal or inhalant medications
 - 2) Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
 - 3) Investigational drugs or research or study medications may not be administered by qualified personnel for schools.
 - 4) Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications pursuant to Section 10-212a-8 of these regulations.
 - 5) Paraprofessionals, if approved by the local board of education, may administer medications, including medication administered with a cartridge injector to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section 10-212a-9 of these Regulations of Connecticut State Agencies.
- E. Each Board of Education shall:
- 1) Establish policies and procedures to be followed in the event of a medication emergency; and
 - 2) Ensure that the following information is readily available in schools in its jurisdiction:
 - a) The local poison information center telephone number; and
 - b) The procedure to be followed in the event of a medication emergency or error and the individuals or facilities to be contacted in such event; and
 - c) The name of the person responsible for decision making in the absence of the school nurse
- F. All controlled drugs currently listed in schedules II through V of the Regulations of Connecticut State Agencies, Section 21a-243-8 through 21a-243-11, may be administered in schools pursuant to board of education policy.

(Effective August 8, 1995)

Training of School Personnel

- A. Each Board of Education which allows qualified personnel for schools, in the absence of a school nurse, to administer medications to students shall provide training to designated qualified personnel for schools in the safe administration of medications at least annually.
- B. Only qualified personnel for schools who have received such annual training from the school nurse or school medical advisor shall be allowed to administer medications to students.

This training shall include, but not be limited to:

- 1. The general principles of safe administration of medication;
 - 2. The procedural aspects of the administration of medication, including the safe handling and storage of medications, and documentation; and
 - 3. Specific information related to each student's medication and each student's medication plan including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed dose of the medication, and when to implement emergency interventions.
- C. The Board of Education shall maintain documentation of such administration of medication training as follows:
 - 1. Dates of general and student-specific training;
 - 2. Content of the training;
 - 3. Individuals who have successfully completed general and student-specific administration of medication training for the current school year, and
 - 4. Name and credentials of the nurse or school medical advisor trainer or trainers
- D. Licensed practical nurses may administer medications to students under Board of Education policy if they can demonstrate evidence of one of the following
 - 1. Training in administration of medications as part of their basic nursing program;
 - 2. Successful completion of a pharmacology course and subsequent supervised experience;
 - 3. Supervised experience in the administration of medication while employed in a health care facility
- E. Licensed practical nurses shall not train or delegate the administration of medication to another individual.
- F. Licensed practical nurses shall only administer medications after the medication plan has been established by the school nurse.

(Effective June 26, 1989)

Self-administration of Medications

The Board of Education shall permit those students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for medically-diagnosed allergies, to self-administer such medication, and may permit such students to self-administer other medications, excluding controlled drugs as defined in Section 10-212a-1 of the Regulations of Connecticut State Agencies, provided:

- A. An authorized prescriber provides a written medication order including the recommendation for self-administration;
 - B. A parent or guardian or eligible student provides written authorization for self-administration of medications;
 - C.
 - 1. The school nurse has accessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate including that a student:
 - a) Is capable of identifying and selecting the appropriate medication by size, color, amount, or other label identification;
 - b) Knows the frequency and time of day for which the medication is ordered;
 - c) Can identify the presenting symptoms that require medication;
 - d) Administers the medication appropriately;
 - e) Maintains safe control of the medication at all times;
 - f) Seeks adult supervision whenever warranted; and
 - g) Cooperates with the established medication plan.
 - 2. In the case of inhalers for asthma and cartridge injectors for medically diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering inhalers, for asthma and cartridge injectors for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization for a student's parent or guardian or eligible student;
 - D. The school nurse has:
 - 1. Reviewed the medication order and parental authorization;
 - 2. Developed an appropriate plan for self-administration, including provisions for general supervision; and
 - 3. Documented the medication plan in the student's or participant's health record;
 - E. The principal and appropriate staff are informed that the student is self-administering prescribed medication;
 - F. Such medication is transported by the student to the school and maintained under the student's control in accordance with the board of education's policy on self-medication by students and the individual student plan; and
 - G. Self-administration of controlled medication as defined in section 10-212a-1 of the regulations of Connecticut State Agencies, may be considered for extraordinary situations, such as international field trips, and shall be approved by the school nurse supervisor and the school medical advisor in advance and an appropriate plan shall be developed. (Effective August 8, 1995)
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Handling, Storage and Disposal of Medications

- A. All medications, except those approved for self-medication, shall be delivered by the parent or other responsible adult to the school nurse or, in the absence of such nurse, other qualified personnel for schools trained in the administration of medication and assigned to the school.
- B. The nurse shall examine on-site any new medication, medication order and parent authorization and develop an administration of medication plan for the student before any medication is administered by any school personnel.
- C. The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication.
- D. All medications shall be properly stored as follows:
 - 1. Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse, or in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication;
 - 2. Emergency medications will be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan;
 - 3. All other non-controlled medications, except those approved for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication;
 - 4. In the case of controlled substances, they shall be stored separately from other medications in a separate, secure, substantially constructed, locked metal or wood cabinet pursuant to Section 21a-262-8 of the Regulations of Connecticut State Agencies.
- E. Access to all stored medications shall be limited to persons authorized to administer medications. Each school or before- and after-school program and school readiness program shall maintain a current list of those persons authorized to administer medications.
- F. All medications, prescription and nonprescription, shall be delivered and stored in their original containers.
- G. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before and after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- H. Medications requiring refrigeration shall be stored as follows:
 - 1. In a refrigerator at no less than 36°F and no more than 46°F;
 - 2. The refrigerator shall be located in a health office that is maintained for health services purposes with limited access;
 - 3. Non-controlled medications may be stored directly on the shelf of the refrigerator with no further protection needed; and
 - 4. Controlled medications shall be stored in locked box which is affixed to the refrigerator shelf.

- I. All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - 1. Non-controlled drugs shall be destroyed in the presence of at least one (1) witness;
 - 2. Controlled drugs shall be destroyed pursuant to Section 21a-262-3 of the Regulations of the Connecticut State Agencies;
 - 3. Accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present notification must be made to Department of Consumer Protection (DCP) pursuant to Section 21a-262-3 of the Regulations of the Connecticut State Agencies
- J. No more than a three-month supply of a medication for a student shall be stored at the school.
- K. No medication for a student shall be stored at a school without a current written order from an authorized prescriber.
- L. Repealed, March 31, 1992.
(Effective August 8, 1995)

Documentation and Record Keeping

In addition to those records required for controlled drugs, the following shall apply:

- A. Each school or before- and after-school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours.
 - 1. Such record shall include:
 - a. The name of the student;
 - b. The name of the medication;
 - c. The dosage of the medication;
 - d. The route of administration;
 - e. The frequency of administration;
 - f. The name of the authorized prescriber;
 - g. The dates for initiating and terminating the administration of the medication including extended year programs;
 - h. The quantity received which shall be verified by the adult delivering the medication;
 - i. The student allergies to food or medicine;
 - j. The date and time of administration or omission including the reason for the omission;
 - k. The dose or amount of drug administered;
 - l. The full written or electronic legal signature of the nurse or qualified personnel for schools administering the medication; and
 - m. For controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

2. Transactions shall either be recorded in ink and shall not be altered or shall be recorded electronically in a record that cannot be altered.
3. The medication administration record shall be made available to the department for review until destroyed pursuant to the Section 11-8a and Section 10-212a (b) of the Connecticut General Statutes for controlled medications.
 - a. The completed medication administration record for non-controlled medications, at the discretion of the school district, may be destroyed in accordance with Section M8 of the Connecticut Municipality Record Retention Schedule so long as it is superseded by a summary on the student health record;
 - b. The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three years pursuant to Section 10-212a (b) of the Connecticut General Statutes.
- B. The written order of the authorized prescriber, the written authorization of the parent or guardian to administer the medication, and the written parental permission for the exchange of information by the prescriber and school nurse to ensure the safe administration of such medication shall be filed in the student's cumulative health record or, for before- and after-school programs and school readiness programs, in the child's program record.
- C. An authorized prescriber's verbal order, including a telephone order, for a change in any medication order can be received only by a school nurse. Any such verbal order must be followed by a written order, which may be faxed, and must be received not later than three (3) school days.
- D. **Errors in the administration of medication**
 1. The local board of education shall have a policy regarding notification and documentation of such errors. Such policy shall state:
 - a. The manner in which persons are notified of errors in the administration of medication;
 - b. Any such error shall be reported immediately to the school nurse, the school nurse supervisor, the authorized prescriber, and the parent or guardian; and
 - c. The procedure to be followed in obtaining medical treatment when required as the result of such error.
 2. A report shall be completed using a medication error report form authorized by the board of education. The report shall include any corrective action taken.
 3. Any error in the administration of a medication shall be documented in the student's cumulative health record or, for before- and after-school programs and school readiness programs, in the child's program record.

(Effective August 8, 1995)

Supervision

The school nurse is responsible for general supervision of administration of medications in the schools to which that nurse is assigned. This shall include, but not be limited to:

- A. Availability on a regularly scheduled basis to:
 - 1. Review orders and changes in orders, and communicate these to the personnel designated to give medication;
 - 2. Set up a plan and schedule to ensure medications are administered properly;
 - 3. Provide training to qualified personnel for schools and other licensed nursing personnel in the administration of medications and assess that the qualified personnel for schools are competent to administer medication;
 - 4. Support and assist other licensed nursing personnel and qualified personnel for schools to prepare for and implement their responsibilities related to the administration of specific medications during school hours;
 - 5. Provided appropriate follow-up to ensure the administration of medication plan results in desired student outcomes;
 - 6. Provide consultation by telephone or other means of telecommunication. In the absence of the school nurse, an authorized prescriber or other nurse may provide this consultation.
- B. Implementation of policies and procedures regarding all phases of administration of medications;
- C. Periodic review of all documentation pertaining to the administration of medications for students;
- D. Observe competency to administer medications by qualified personnel for schools;
- E. Periodic review, as needed, with licensed nursing personnel and all qualified personnel for schools regarding the needs of any student receiving medication.

(Effective June 26, 1989)

Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse for (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death, provided the requirements in subsections (a) to (g), inclusive, of this Section have been met.

- A. The coach or licensed athletic trainer shall be trained in:
 - 1) The general principles of the administration of medication applicable to receiving, storing and assisting with inhalant medications or cartridge injector medications, and documentation ;
 - 2) Student specific needs for assistance according to the individualized medication plan.
- B. The school nurse shall provide a copy of the authorized prescriber's order and the parental permission form to the coaches;
- C. The parent or guardian shall provide to the coach or licensed athletic trainer the medication in accordance with the provision of subsections (a) to (d), inclusive, of Section 10-212a-5 of the Regulation of Connecticut State Agencies. The medication provided to the coach or licensed athletic trainer, such as the inhaler or cartridge injector, shall be separate from the medication stored in the school health office for use during the school day;
- D. The coach or licensed athletic trainer shall agree to the administration of emergency medication and shall implement the emergency care plan;
- E. Medications to be used in athletic events shall be stored;
 - 1) In containers for the exclusive use of holding medications;
 - 2) In locations that preserve the integrity of the medication;
 - 3) Under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - 4) In a locked secure cabinet when not in use at athletic events.
- F. Errors in the administration of medication shall be addressed in the same manner as Section 10-212a-6 of the Regulation of Connecticut State Agencies, except that if the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day; and
- G. Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the local school board and the school nurse shall be notified as follows:
 - 1) A separate medication administration record for each student shall be maintained in the athletic area;
 - 2) Administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time but not later than the next school day;
 - 3) All other instances of the administration of medication shall be reported to the school nurse at least monthly or as frequently as required by the individual student plan;
 - 4) The administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record according to Section 10-212a-6 of the Regulation of Connecticut State Agencies.

Administration of Medication by Paraprofessionals Pursuant To Section 10-212a-(D) Of the Connecticut General Statutes.

If approved by the local or regional board of education, paraprofessionals, in the absence of a school nurse, may only administer medications to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition according to the following:

- A. Only with approval by the school medical advisor and school nurse, in conjunction with the school nurse supervisor, and under the supervision of the school nurse;
 - B. With a proper medication authorization form from the authorized prescriber, according to Section 10-212a of the Connecticut General Statutes;
 - C. With parental permission to administer the medication in school according to Section 10-212a of the Connecticut General Statutes;
 - D. Only medication necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - E. The paraprofessional shall have received proper training and supervision from the school nurse which shall include all the elements outlined in Sections 10-212a-3 and 10-212a-7 of the Regulation of Connecticut State Agencies.
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Administration of Medication in School Readiness Programs and Before- And After-School Programs.

For school readiness programs and before- and after-school programs run by local or regional boards of education and municipalities which are exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statute;

- A. The local or regional board of education shall develop policies and procedures, to be reviewed on an annual basis, for administration of medication in these programs, with input from the school medical advisor or a licensed physician and school nurse supervisor. These policies shall include:
 - 1) Determination of the level of nursing services needed to ensure the safe administration of medication within these programs including additional school nurse staffing required based on the needs of the program and the program's participants;
 - 2) Who may administer medication and whether a licensed nurse is required on-site;
 - 3) The circumstances under which self-medication by students is permitted;
 - 4) The policies and procedures to be followed in the event of a medication emergency or error;
 - 5) A requirement that local poison control center information is readily available at these programs;
 - 6) The procedure to be followed in the event of a medication emergency or error and the individuals or facilities to be contacted in such event; and
 - 7) The person responsible for decision making in the absence of the nurse.
- B. Administration of medications shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
- C. No medication shall be administered in these programs without:
 - 1) The written order of an authorized prescriber; and
 - 2) The written authorization of a parent or guardian or an eligible student
- D. In the absence of a licensed nurse, only directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Training for directors or director's' designees, lead teachers or school administrators in the administration of medications will be provided according to subsections (a) to (c), inclusive, of Section 10-212a-3 of the Regulations of Connecticut State Agencies.
 - 3) Directors or director's designee, lead teachers and school administrators may administer oral, topical, intranasal or inhalant medications;
 - 4) Cartridge injector medications may be administered by a director or director's designee, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death;
 - 5) Investigational drugs or research or study medications may not be administered by directors or director's designee, lead teachers, or school administrators; and
 - 6) All controlled drugs currently listed in schedules II through V of the Regulations of Connecticut State Agencies, Sections 21a-243-8 to 21a-243-11, inclusive, of the Regulations of Connecticut State Agencies may be administered in school readiness programs and before- and after-school programs pursuant to the local or regional board of education policy.

- E. If, according to the local or regional board of education procedures, self-medication is allowed in the programs, then the programs must follow the procedures in Section 10-2121-4 of the Regulations of Connecticut State Agencies.
 - F. All medications in before- and after-school and school readiness programs shall be handled and stored in accordance with the provisions of subsection (a) to (k), inclusive, of the Regulations of Connecticut State Agencies. Where possible, a separate supply of medication, then a plan shall be stored at the site of the before- or after-school or school readiness program. In the event plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
 - G. Documentation shall be completed and maintained on forms provided by the local or regional board of education, as follows:
 - 1) A separate administration of medication record for each student shall be maintained in the program;
 - 2) Administration of a medication with a cartridge injector shall be reported to the school nurse at the earliest possible time but not later than the next school day;
 - 3) All other instances of the administration of medication shall be reported to the school nurse according to the student's individual plan or at least on a monthly basis;
 - 4) The administration of medication record shall be submitted to the school nurse at the end of each school year and filed in or summarized on the student's cumulative health record according to local or regional board of education policy.
 - H. Supervision of the administration of medication in before-and after-school and school readiness programs shall be conducted in accordance with the provisions of subdivision (1) to (6), inclusive, of Section 10-212a-7 of the Regulations of Connecticut State Agencies.
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Medication Emergency Procedures

1. Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
2. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - a. Use of the 911 emergency response system;
 - b. Application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - c. Contact with a poison control center; and
 - d. Transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
3. As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No.

/Regulation: Related Superintendent

Procedure: Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

Psychotropic Drug Use

Policy No.5152.1

4/23/12

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In order to properly implement the Board prohibiting school personnel from recommending the use of psychotropic drugs for any child, the following administrative regulations are hereby established for the Bridgeport Public Schools (BPS):

1. Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attention deficits, impulsivity, anxiety, depression and thought disorders.
2. Psychotropic drugs include, but are not limited to, Ritalin, Adderal, Dexedrine and other stimulant medication, and anti-depressants.
3. All school personnel, including teachers and administrators are prohibited from any communications, both oral and written, to parents/guardians of a child in which the use of psychotropic drugs is recommended.
4. School health or mental health personnel which includes school nurses or nurse practitioners, the HPS Medical Advisor/Director, school psychologists, school social workers, and school counselors is permitted to discuss with parents/guardians of a child the advisability of a medical evaluation by an appropriate medical practitioner when there are behaviors or concerns that may be indicative of medication consideration.
5. School personnel, through the Planning and Placement Team (PPT) referral process, shall communicate to the school medical staff about a child's behavior that may indicate the need for an evaluation.
6. The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed to determine a child's eligibility for special education and related services, or educational needs for a child's Individualized Education Program (IEP).
7. As required, the HPS Medical Advisor/Director may seek remedy through the due process provisions allowed under the Individuals with Disabilities Education Act (IDEA) if a parent and/or guardian refuses consent for a reevaluation.
8. Appropriate medical practitioners, such as psychiatric consultant or physician, with whom the HPS contracts for services to students or to whom the Bridgeport Public Schools makes a referral for an evaluation may recommend such medications.

9. School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child. The purposes of such communication include the following:
- a. Conveying concerns or observations of a child, both prior to and following a medical evaluation;
 - b. Requesting health records and other educationally relevant medical evaluations;
 - c. Providing school records to medical practitioners upon request;
 - d. Providing information on school performance to help a medical practitioner monitor and evaluate the effectiveness of psychotropic drugs and/or other medical interventions and/or treatment;
 - e. Discussing with medical practitioners appropriately and necessary nursing or health care in schools to ensure student safety;
 - f. Disclosure of educationally relevant information by the medical practitioner to school personnel.
10. The Department of Children and Families (DCF) is limited by this legislation to take a child into custody solely on the refusal of a parent or guardian to administer or consent to that administration of any psychotropic drug. However, a PPT meeting may be convened if the child is eligible or may be eligible for special education or making a referral to the Department of Children and Families if there are concerns about a child's safety and possible abuse or neglect.

(cf. 5141.4 – Reporting of Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes:
 Section 10-212b

PA 01-124-sHB 5701 – An Act Concerning Recommendations For and Refusals of the Use of Psychotropic Drugs by Children and Utilizations Review Determinations Related to Mental and Nervous Conditions

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No./Regulation:
Related Superintendent Procedure:
Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

**Health Assessments &
Immunizations**

Policy No.5153

4/23/12

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HEALTH ASSESSMENTS AND IMMUNIZATIONS

In accordance with Connecticut General Statutes 10-206, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

1. Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enrollees and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:

Preschool

(Children entering after age 3 but before age 5)

DTaP:	4 doses
Polio:	3 doses
MMR:	1 dose on or after the 1st birthday
Hep B:	3 doses, last one on or after 24 weeks of age
Varicella:	1 dose on or after the 1st birthday or verification of disease
Hib:	1 dose on or after the 1st birthday
Pneumococcal	1 dose on or after the 1st birthday
Influenza:	1 dose administered each year between August 1-December 31st (2 doses separated by at least 28 days required for those receiving flu for the first time)
Hepatitis A	2 doses given six months apart, 1st dose on or after 1st birthday

Kindergarten

DTaP:	At least 4 doses. The last dose must be given on or after 4th birthday
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1st dose on or after the 1st birthday; or verification of disease
Hib:	1 dose on or after 1st birthday for children less than 5 years old

Grades 1-6

DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	1 dose on or after the 1st birthday; or verification of disease

Grade 7

Tdap/Td:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Meningococcal:	1 dose
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1st dose on or after the 1st birthday; or verification of disease 2

Grade 8-12

Td/Tdap:	At least 3 doses. The last dose must be given on or after 4th birthday Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	For students <13 years of age, 1 dose given on or after the 1st birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

New Entrant Definition:

*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. All students entering kindergarten, including those moving from any public or private pre-school program, even in the same school district, are considered new entrants. The one exception is students returning from private approved special education placements – they are not considered new entrants.

Revised 3/16/2011

Students failing to meet the above requirements shall not be allowed to attend school.

A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enrollees, and students in grade 6 and grade 11. This health assessment must be completed prior to school entry. This assessment must be conducted within the school year for students in grade 6 or 11. Parent/guardian of students in grade 6 or 11 shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades Pre K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5, 8, 9

*The school system shall provide these screening to students at no cost to parents/guardians.
Parents/guardians shall be provided an annual written notification of screenings to be conducted.
Parents/guardians wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.*

Parents/guardians of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools.

Health records shall be maintained in accordance with 5124.

All candidates will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities as requires him or her to forego either a practice session or contest, that student will not be permitted to return to athletic activity until a physician examines the student and pronounces him/her medically fit for athletics.

Legal Reference: Connecticut General Statutes
 10-204 Vaccination
 10-204a Required immunizations
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments
 10-207 Duties of medical advisers
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student rest cites; board to honor notice
 10-209 & 212 School nurses
 10-214 Vision, audiometric and postural screenings... As amended by PA
 96-229, An Act Concerning Scoliosis Screening.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary & Secondary
WELFARE
Accident Prevention**

Policy No.5154

4/23/12

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Care of Accidents Occurring At School

First aid procedures: Members of the school staff should be acquainted with proper first aid procedures. These are adequately covered in the Health Services Manual. A copy of this guide should be included in each school health room.

In the absence of the nurse, a member of staff designated by the Principal should care for the frequent minor scratches, cuts, and bruises which are common among children. In severe accident cases it is important that first aid be given by the one nearest the injured person. If the accident can await the arrival of a nurse, the nursing supervisor may call the nurse at the nearest school. If the nurse is not readily available, the physical education teacher may be called for first aid work. These teachers are usually better prepared than other teachers to administer first aid.

Life Threatening Situations: Call Ambulance (911)

Helpful Tips When Calling an Ambulance:

- Describe briefly what is wrong
- State if student is talking or unable to speak
- State whether nurse is with the student
- Tell ambulance which entrance of building to use. Have someone stationed at that entrance to meet all emergency personnel and to direct them to student
- Notify supervisor as soon as possible

Notifying parents/guardians: If parents/guardians have a phone, they should be notified of the accident and asked regarding the procedure they wish followed in securing medical attention or hospital care.

Taking child home: If parents/guardians have no phone, the child should be taken home as soon as first aid treatment has been given. If the injury is of such severity that movement of the child to the home would appear harmful, the child should be transferred via ambulance to the nearest hospital. The child may be taken home by anyone designated by the Principal. The nurse, if available, is the preferable one to do this. If it appears that the child is in need of medical attention, the parent/guardian should be informed that the family physician should examine and treat the child. If the family is unable to afford the services of a physician, they should be informed of the community agencies through which medical aid can be secured and given every possible assistance in getting to such agencies. The school's responsibility in accident cases does not end until it is certain that the child will receive proper attention.

Taking child to hospital: In any case where parent/guardian are not home or cannot be located, the child in need of urgent medical attention other than first aid should be transferred via ambulance to the nearest hospital. If further medical treatment is not needed, the child may be kept at school until the parent/guardian are located.

Filling out accident report blank: A special form shall be filled out in duplicate provided at the school.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary & Secondary
WELFARE
Communicable/Infectious
Diseases**

Policy No.5155

4/23/12

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The Bridgeport Board of Education recognizes that all children in Connecticut have a constitutional right to a free, suitable program of educational experiences. The Board of Education shall establish by regulation reasonable health requirements as prerequisites to admission or attendance including the requirement that students undergo physical examination prior to admission.

Where it can be medically established that a student suffers from a serious infectious disease and there is a significant risk of transmission of the disease to others due to the nature of the disease or personal characteristics of the student carrier, it may be appropriate to exclude the student from the regular classroom. The determination of exclusion of any student will be made on a case by case basis with the appropriate procedural due process safeguards. However, where the risk of transmission is relatively low or appropriate procedures can be adopted to reduce the risk of transmission, exclusion is not warranted.

A child with an infectious disease may be considered handicapped, if the condition presents such physical impairment that limits one or more major life activities. Therefore, Section 504 of the Rehabilitation Act, the "Education of all Handicapped Children Act" may apply. The parent, guardian or the school administration may make a referral for determination whether the student is handicapped and entitled to protection under Section 504. The Planning and Placement Team (PPT) will conduct an Individual Placement Program (IPP) to determine whether the student is handicapped or is "otherwise qualified" within the meaning of Section 504. The student will be educated in the least restrictive environment.

(cf. 5111 – Admission/Placement)

(cf. 5153 - Health Assessments and Immunizations)

Legal Reference: Connecticut General Statutes
"Education for Children with Disabilities", 20 U.S.C. 1400, et seq. Section 505 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b)
"Americans with Disabilities Act" The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99 10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
19a-221 Quarantine of certain persons.
19a-581-585 AIDS testing and medical information.

Exclusion Procedures

If it is determined that the interests of the student and the school are better served when a student with a communicable or infectious disease is excluded, procedural safeguards will establish such by extensive medical evidence which shall include, but not be limited to:

1. The nature of the disease.
2. Whether transmission may be controlled.
3. Whether the personal characteristics of the student involved are such that exclusion of the affected student from the regular classroom is clearly necessary to protect the health of other students.
4. As medical knowledge and circumstances may change rapidly, the school nurse and school medical advisor will monitor current medical information and assess the student's medical condition and the school's ability to accommodate that student in light of the most current medical information. New facts may warrant a different result from the one previously reached.
5. Where a student or student's parent/guardian object to the Board's decision to exclude that student, the Board of Education will provide a hearing to adjudicate pertinent facts concerning the exclusion.

Medical Intervention

The school nurse or medical advisor will establish guidelines which will provide simple, effective precautions against transmission of communicable disease for all students and staff. Universal precautions will be used to clean up after a student has an accident or injury at school. Blood or bodily fluids emanating from any student should be treated cautiously. Such guidelines will be reviewed regularly in light of medical advances. Necessary reports will be made to health authorities consistent with state law.

If emergency exclusion of a student is warranted, regulation will provide procedures to take care of the emergency situation.

Consideration will be given to temporary removal of a student from school, if in the opinion of the school medical advisor and the child's physician, illness in the school might be detrimental to the child's health.

Classroom and educational programs will be established so that students, staff and the public are better informed of the risk and prevention of transmission of communicable diseases. The school nurse or other medical staff will be available to assist in any problem resolution, answer questions and coordinate services provided by other staff.

Confidentiality

The privacy rights of students with a communicable disease shall be strictly observed by school staff. No person who obtains confidential related medical information may disclose or be compelled to disclose such information except to the following:

1. The protected student or parent/guardian.
2. Any person who secures a release of the confidential related information.
3. A federal, state or local officer when such disclosure is mandated or authorized by federal state law.
4. A health care provider or health facility when knowledge of the related information is necessary to provide appropriate care treatment to the protected student and when confidential related information is already recorded in the medical chart or record or a health provider has access to such records for the purpose of providing medical care to that student.

When confidential information relating to communicable disease is disclosed, it should be accompanied by a statement in writing which shall include the following similar language;

"This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure without the specific written consent of the student or legal guardian to whom it pertains or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose."

A notation of all such disclosure shall be placed in the medical record or with any record related to a communicable disease test results of a protected student. Any person who willfully violates the provisions of this law will be liable in a private cause of action for injuries suffered as result of such violation. Damages may be assessed in the amount sufficient to compensate said student for such injury.

Legal Reference: Connecticut General Statutes
"Education for Children with Disabilities", 20 U.S.C. 1400, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706(7)(b).
"Americans with Disabilities Act", 42 U.S.C 12101 et seq.
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.
10-15b Access of parent or guardian to student's records.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.
10-66b Regional Educational Service Centers.
10-76(d)(15) Duties and powers of boards of education to provide special education programs and services.
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
19a-221 Quarantine of certain persons.
19a-581-585 AIDS testing and medical information.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

Child Abuse & Neglect

Policy No.5156

4/23/12

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The Bridgeport Board of Education ("Board of Education") recognizes that child abuse and neglect represent a continuum of health and developmental problems that profoundly affect children and, in turn, society. Furthermore the Board of Education recognizes the importance of these issues to students, families, school personnel and other members of the community as children are less available for learning when they are experiencing abuse or neglect.

The Board is committed to ensuring that all mandated reporters who have reasonable cause to suspect or believe that a child has been abused or neglected report or cause a report to be made to the Department of Children and Families (DCF) and other appropriate officials. Accordingly, the Board directs all school employees and non-employees who work with students to act in accordance with this policy which has been established by the Superintendent of Schools. If at any time, a school employee is uncertain about what his or her responsibilities are regarding reporting abuse and/or neglect, the employee should contact the Director of Social Work. In addition, state law requires that all school personnel cooperate toward the prevention, identification and investigation of child abuse and neglect.

The Bridgeport Board of Education will be responsible for disseminating and explaining the district's policy and procedures to school personnel and appropriate non-employees (i.e. school volunteers, coaches, etc). Copies of the policy will be distributed at the start of association with the Board of Education. All personnel must sign a form acknowledging their receipt of this policy.

The Educational Component

The goal of the educational component is to prepare school personnel to recognize and intervene in child abuse/neglect situations as early as possible in order to prevent harm, or further harm, to the child and to collaborate with community health and social agencies in reporting and dealing with these cases. The Board of Education will educate school staff about this abuse and neglect policy and its requirements at orientation for new hires. In addition, The Board of Education will provide ongoing education to returning staff.

Reporting Procedures

a. Who must report?

The following personnel are mandated reporters per Connecticut statute: any registered nurse, licensed practical nurse, school teacher, school principal, school guidance counselor, school paraprofessional, school coach, social worker, and any person who is a licensed professional counselor. See C.G.S. §17a-101(b).

For purposes of this Policy and consistent with its intent to protect students from child abuse and neglect, all Board of Education personnel, including independent contractors and volunteers, shall adhere to the procedures set forth herein and report suspected abuse or neglect to his or her supervisor if his or her supervisor is a mandated reporter. If his or her supervisor is not a mandated reporter or his or her supervisor is the subject of the referral, such reports shall be made to the **Assistant Superintendent** for Youth Development. Nothing in this Policy shall be construed to preclude staff who are not defined as mandated reporters within the Connecticut statute from making reports to DCF. If a concerned staff member, who is not a mandated reporter, makes a report to DCF regarding a Bridgeport student, he or she shall inform his or her supervisor that he or she made such a report and provide copies of the supporting documentation. If the report involves a concerned staff member's supervisor, then the concerned staff member shall directly inform the **Assistant Superintendent** for Youth Development of the report.

b. When must a report be made?

A mandated reporter must report or cause a report to be made when, in the ordinary course of employment, he or she has *reasonable cause to suspect or believe* that a child under the age of eighteen (18) years: (1) has been abused or neglected; (2) has had a non-accidental physical injury or injury which is inconsistent with the reported history of such injury; or (3) is placed at imminent risk of serious harm. See C.G.S. §17a-101a.

Abuse

A child who is suspected of having been *abused* means a child who: (1) has been inflicted with physical injury or injuries other than by accidental means; (2) has injuries at variance with the history given of them; or (3) is in a condition that is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment. C.G.S. §46b-120(3).

Some examples of warning signs that a child may be abused:

- bruises or burns, the explanation of which is inconsistent with these injuries
- a reluctance to change clothes for gym class or to participate in physical activities
- arriving at school early and staying late
- knowledge of sexual behavior that is advanced for the child's age

Neglect

A child who is suspected of being *neglected* is a child who: (1) has been abandoned; (2) is being denied proper care and attention, physically, educationally, emotionally or morally; (3) is being permitted to live under conditions or circumstances injurious to the well-being of the child or youth; or (4) has been abused C.G.S. §466-120(8).

Educational neglect occurs when a parent/guardian of a child, age seven (7) through fifteen (15), interferes with the ability of the child to consistently receive a program of educational services provided by the school system or through home instruction in accordance with State Department of Education procedures.

Medical neglect is the refusal or failure on the part of the person responsible for the child's care to seek, obtain, and/or maintain those services for necessary medical, dental, or mental health care. Note that failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Emotional and Moral Neglect is the denial of proper care and attention to the child, emotionally and/or morally, by the person responsible for the child's care that may result in the child's maladaptive functioning. It includes behaviors such as

- encouraging the child to steal or engage in other illegal activities
- encouraging the child to use drugs and/or alcohol
- recognizing the child's need but failing to provide the child with emotional nurturance
- having inappropriate expectations of the child given the child's developmental level

Procedures Involving Abuse or Neglect by Non-School Personnel

- a. If the reporter determines that there is *reasonable cause to suspect or believe* that a child under age eighteen (18) has been abused or neglected or placed in imminent risk of serious harm, then the reporter will make an oral report as soon as possible but within twelve (12) hours to Connecticut Department of Children and Families (DCF) Child Abuse and Neglect Hotline (1-800-842-2288). C.G.S. §17a-101b(a). Since incidents of abuse and neglect often constitute a crime, if necessary, the reporter shall also call the Bridgeport Police Department when there is belief that a crime has been committed.
- b. To the extent that the reporter needs guidance to determine whether his or her suspicion should be reported, he or she should confer with a member of the support staff which includes a school social worker, school counselor, school psychologist, or school nurse for assistance in determining whether a DCF report is warranted.
- c. No person of any level of authority has the right to veto a decision to report or otherwise order a mandated reporter not to report. In addition, as a mandatory reporter, the concerned staff member is responsible for making a report or causing a report to be made when he or she has *reasonable cause to suspect or believe* that a child has been abused or neglected. See C.G.S. §17a-101b(a). Therefore, if after conferring with a support staff person who does not agree that a report should be made, the concerned staff member still feels that there is reasonable cause to suspect or believe that abuse or neglect has occurred, then the concerned staff member shall make the oral and written report. Likewise, if the concerned staff member has reason to believe that the support staff member will not make or has not made the oral report within the required twelve (12) hour time period, then the concerned staff member should make the oral and written report.

- d. The reporter will inform the building principal of his or her decision to report the suspected abuse or neglect to DCF. If there is evidence of physical injury the staff member will insure that the school nurse has been contacted.
- e. An oral report should contain the following information: 1) the names and addresses of the child and his parents or other person responsible for his care; 2) the age of the child; 3) the gender of the child; 4) the nature and extent of the child's injury or injuries, maltreatment or neglect; 5) the approximate date and time the injury or injuries to, or maltreatment or neglect, occurred; 6) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his siblings; 7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; 8) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. See C.G.S. §17a-101d.
- f. If the student who is suspected of being abused or neglected is eighteen (18) years old or older, the support staff member should report suspected abuse directly to the Bridgeport Police Department.
- g. Within forty-eight (48) hours of making an oral report, the reporter shall submit a written report to the Commissioner of Children and Families or his/her representative in the following manner. See C.G.S. §17a-101c. The reporter will complete the Report of Suspected Child Abuse/Neglect form (DCF-136, found at www.ct.gov/dcf under forms) with input from any person with whom the person consulted. All individuals involved in the decision to report will sign the form. The reporter will send the completed form to the DCF Hotline, 505 Hudson Street, Hartford, CT 06106.
- h. The reporter will submit a copy of the written report to the building principal who will insure that such information is contained in the student's medical file. After it has been reviewed by the principal, the principal will file the copy of the document he or she was given in the student's confidential health record maintained in the school nurse's office.
- i. The reporter should confer with DCF regarding if and when the parent or guardian will be notified of the DCF report. Details of parent notification must be reduced to writing and kept with the completed DCF referral form in the student's confidential health record maintained in the school nurse's office.
- j. If after further consideration, a reporter determines that a situation does not warrant a DCF referral, the reporter shall document: 1) the circumstances leading to the staff member's initial suspicion of abuse or neglect. 2) the steps taken to investigate, 3) the reason(s) for the staff member's decision not to make a DCF referral; and 4) any contact made with the child's parent or guardian. The document will be stored in the school's locked confidential files and a copy shall also be maintained in the student's confidential health record maintained in the school nurse's office.

Procedures Involving Abuse or Neglect by School Personnel

- a. Consistent with the reporting requirements involving non-school personnel, if the reporter determines that there is *reasonable cause to suspect or believe* that a child under age eighteen (18) has been abused or neglected or placed in imminent risk of serious harm then the reporter will make an oral report as soon as possible but within twelve (12) hours to Connecticut Department of Children and Families (DCF) Child Abuse and Neglect Hotline ("Hotline") (1-800-842-2288). See C.G.S. §17a-101b(a). Since incidents of abuse and neglect often constitute a crime, if necessary, the staff member shall also call the Bridgeport Police Department when there is belief that a crime has been committed.
- b. The reporter will inform the building principal or designee if he or she suspects abuse by an employee or an individual who works with students at district schools or at district sponsored activities of the report. See C.G.S. §17a-101b(d). The building principal or designee shall notify the **Assistant Superintendent** for Youth Development who shall notify the appropriate administrator responsible for the building. The **Assistant Superintendent** for Youth Development will also notify the Director of Human Resources. If the principal is suspected of such activity, then the report shall be made directly to the **Assistant Superintendent** for Youth Development. If the DCF referral involves the building rather than a specific individual or individuals, the reporter will inform the **Assistant Superintendent** for Youth Development who will notify the appropriate administrator responsible for the building.
- c. To the extent that the reporter needs guidance to determine whether his or her suspicion should be reported, he or she should confer with a member of the support staff which includes a school social worker, school counselor, school psychologist, or school nurse for assistance in determining whether a DCF report is warranted.
- d. No person of any level of authority has the right to veto a decision to report or otherwise order a mandated reporter not to report. In addition, as a mandatory reporter, the concerned staff member is responsible for making a report or causing a report to be made when he or she has *reasonable cause to suspect or believe* that a child has been abused or neglected. See C.G.S. §17a-101b(a). Therefore, if after conferring with a support staff person who does not agree that a report should be made, the concerned staff member still feels that there is reasonable cause to suspect or believe that abuse or neglect has occurred, then the concerned staff member shall make the oral and written report. Likewise, if the concerned staff member has reason to believe that the support staff member will not make or has not made the oral report within the required twelve (12) hour time period, then the concerned staff member should make the oral and written report.
- e. An oral report should contain the following information: 1) the names and addresses of the child and his parents or other person responsible for his care; 2) the age of the child; 3) the gender of the child; 4) the nature and extent of the child's injury or injuries, maltreatment or neglect; 5) the approximate date and time the injury or injuries to, or maltreatment or neglect, occurred; 6) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his siblings; 7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; 8) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. See C.G.S. §17a-101d.
- f. The principal or **Assistant Superintendent** shall immediately notify the child's parents or other person responsible for the child's care that a report has been made. See C.G.S. §17a-101b(d). Details of such notification shall be reduced to writing and filed with the Human Resources Office and the Office of the **Assistant Superintendent** for Youth Development.

- g. Within forty-eight (48) hours of making an oral report, the reporter will submit a written report to the Commissioner of DCF. See C.G.S. §17a-101c. The reporter will complete the Report of Suspected Child Abuse/Neglect form (DCF-136, found at www.ct.gov/dcf under forms) with input from the concerned staff member and both individuals will sign the form. The reporter will send the completed form to the DCF Hotline, 505 Hudson Street, Hartford, CT 06106. He or she also should submit a copy of the written report to the principal or to the Assistant Superintendent for Youth Development if the principal is the accused perpetrator, and Director of Human Resources. Under no circumstances should the report or a copy thereof be filed anywhere in the school building.

Procedures Involving Abuse or Neglect by School Personnel

- h. A copy of any reports involving a school employee holding a certificate, authorization or permit issued by the State Board of Education shall also be sent to the Commissioner of Education C.G.S. §17a-101c. Certified employees include teachers holding any of the following certificates: professional educator certificate, provisional educator certificate, temporary 90 day certificate, initial educator certificate. Also included in this reporting requirement are national corps of teachers' training program graduates, bilingual education teachers, international teachers and intramural and interscholastic athletic coaches (who do not otherwise possess a teaching certificate). C.G.S. §§144a to 10-146b.
- i. If after further consideration a reporter determines that a situation does not warrant a DCF referral, the reporter shall document: 1) the circumstances leading to the staff member's initial suspicion of abuse or neglect, 2) the steps taken to investigate, 3) the reason(s) for the staff member's decision not to make a DCF referral: and 4) any contact made with the child's parent or guardian. The document will be stored in the school's locked confidential files and a copy of the document will be forwarded to the Assistant Superintendent for Youth Development, and to the Director of Human Resources by June 30th at the end of each academic year, who will each maintain a log of such non-referrals.
- j. If a staff member learns that DCF has received a report about himself or herself, he or she shall report such information to the Assistant Superintendent for Youth Development and the Director of Human Resources.

Reporting Requirements For Suspected Abuse Or Neglect Of Students With Mental Retardation

Suspected abuse or neglect of students (ages 18 and over) with mental retardation must be reported to the Office of Protection and Advocacy (1-800-442-7303) within seventy-two (72) hours after the suspicion or belief arises. A written report must follow within five days of the oral report (form available on OPA's website www.ct.gov/opabd).

Confidentiality and Retaliation

All school staff members are reminded that they must maintain the confidentiality of the student and family. Therefore, any information regarding suspicions of abuse or neglect should be disclosed only to those persons indicated in the reporting policy or who are otherwise designated to provide assistance and support. All records pertaining to suspected abuse including DCF referral reports and documents regarding decisions not to report should be kept in the school's locked confidential files. Under no circumstances should said documents be filed in a student's cumulative file.

No administrator, teacher, staff member or student shall in any manner discriminate or retaliate against any employee who in good faith reports suspected abuse or neglect, or who participates or provides information in connection with the investigation of the suspected abuse or neglect. See C.G.S. §17a-101e(a).

What Happens After A Report Is Made to DCF?

Once the oral report is phoned in to the DCF Hotline, DCF will immediately evaluate and classify the report of suspected abuse or neglect. *See* C.G.S. §17a-101g(a). If the report contains information to warrant an investigation, DCF will make its best effort to begin an investigation within two hours if there is an imminent risk of physical harm to a child or another emergency; and within three days for all other reports. In all cases, DCF must complete the investigation in forty-five (45) calendar days *See* Id.

DCF staff will notify the Bridgeport Police Department within twelve (12) hours if the report involves allegations of sexual abuse or serious physical abuse or neglect.

The responsibilities of the mandated reporter are ongoing and do not cease once the reporter makes an initial report. Therefore, whether or not the case is accepted by DCF, all school personnel including the initial reporter and the support staff will continue to monitor the student's behavior and appearance to determine if additional reports to the DCF Hotline should be made.

a. Action taken against employee pending outcome of DCF investigation

Pending the outcome of the DCF investigation, the Superintendent has absolute discretion whether or not to place said employee on administrative leave with pay. The Superintendent may make that decision based upon a recommendation from the **Assistant Superintendent** for Youth Development.

b. Action Taken Against Employee After Completion Of DCF Investigation

If after conducting an investigation, DCF has reasonable cause to believe that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Board of Education, the Commissioner of DCF shall notify the Superintendent and provide records concerning the investigation. *See* C.G.S. §17a-101i(a). The Superintendent shall suspend the staff member, if the staff member has not already been suspended, with pay and within seventy-two (72) hours after said suspension, shall notify the Board of Education and Commissioner of the Department of Education of the reasons for and conditions of the suspension. *See* Id. The Superintendent also shall disclose the investigation records to the Commissioner of Education and the Board of Education for purposes of review of the staff member's employment status or the status of the staff member's certificate. *See* Id. The suspension of the staff member shall remain in effect until the Superintendent determines the individual's employment status consistent with Connecticut law, contractual obligations and the Code of Professional Responsibility for Teachers, to the extent applicable. *See* C.G.S. §17a-101i(b).

Inappropriate Behavior by A School Employee

Inappropriate behavior by staff members will not be tolerated and, therefore, regardless of whether a report is made to DCF and regardless of the outcome of a DCF investigation in the event that a report is made, the administration will inquire into whether a school employee's behavior was inappropriate. Furthermore, the administration reserves the right to discipline employees for inappropriate behavior including but not limited to:

- a. inappropriate physical touching of a student such as for purposes other than ensuring his or her health or safety
- b. behavior constituting sexual harassment including:
 - suggestive or obscene letters, notes, derogatory comments, slurs, jokes epithets, 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
- c. any behavior that would put a student at risk.

Failure to Report and Immunity

A mandated reporter who fails to report suspected abuse or neglect despite reasonable cause to suspect or believe that such abuse or neglect has occurred, may be required to go through training, is subject to criminal prosecution and can be fined no less than five hundred dollars (\$500) and up to two thousand five hundred dollars (\$2,500) and subject to disciplinary action. See C.G.S. §17a-101a.

Any school employee who complies with the reporting requirements described in this policy in good faith is immune from liability whether or not the abuse is substantiated. See C.G.S. §17a-101e(b).

- a. After a report is made to DCF, a DCF worker will determine if a school interview is appropriate.
- b. The DCF worker will notify the principal/designee prior to a school interview and must provide identification when checking into the school. DCF is solely responsible for scheduling a school interview and for obtaining parental consent prior to the interview unless DCF has reason to believe such person or a member of the child's household is the alleged perpetrator. See C.G.S. §17a-101h. If consent is not required, the interview should be conducted in the presence of a disinterested adult. When the DCF worker interviews the student in school, involved school personnel shall be available both to support the student and to provide information requested by DCF.

School Interviews and Protection of the Child

- c. In order to ensure the child's safety, DCF may, through a court order or invoking the ninety-six (96) hour hold, remove from the school any child that is in imminent risk of physical harm from his/her surroundings such that immediate removal from such surroundings is necessary to ensure the child's safety. If removal of the student from school is necessary, the DCF worker shall inform the principal/designee and the student's parents/guardians of the removal. See C.G.S. §17a-101h.
- d. It is the responsibility of DCF, not school personnel, to notify the student's parent/guardian of any actions taken by DCF following the interview.
- e. Should the DCF worker not arrive as scheduled and school personnel decide that the retention of the student beyond the school day is necessary to protect the student's physical well-being, the principal/designee must attempt to notify the parents/guardians of the child. If reasonable attempts to notify the parents/guardians fail, the principal shall retain the child and continue efforts to contact the parents/guardians. The principal/designee shall remain with the retained child.
- f. DCF will notify the referrer as to the disposition of the case; however, if at any time, the referrer has not been so notified or has additional concerns, she/he may contact DCF regarding its disposition of the case. If DCF accepts the case for intervention/treatment, ongoing dialogue between the DCF worker and school personnel may be necessary to assess the student's progress.

GUIDELINES FOR PHYSICAL EXAMINATION AND MEDICAL TREATMENT OF A STUDENT**Physical Examination Of The Student**

The student should be physically examined only when there is reasonable cause to suspect or believe that a student has been abused or neglected, or when there is an apparent need for emergency medical treatment. A school nurse and a school medical advisor are the only persons who may physically examine a student, and may request that a student remove clothing only when the following conditions exist:

- a student has identified a particular injury the extent of which can be determined only by removing the student's clothing;
- the examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse; and
- the request is made in such a manner that the student clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

In the case of suspected sexual abuse, the DCF worker will refer the student for a physical examination by medical personnel

Medical Treatment

If there is need for emergency first aid and a school nurse or school medical advisor is not readily available, other school personnel who have completed a certified first aid course may render emergency first aid to the child. When an emergency situation that is the result of suspected child abuse exists, the principal and/or school-based medical personnel will arrange for transportation to a hospital to the same extent it would be provided to the student in need of emergency service.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

WELFARE

**Suicide Prevention &
Intervention**

Policy No.5157

4/23/12

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The Bridgeport Board of Education recognizes that suicide has become one of the leading causes of death among young people and, consequently, is a concern to this school system and the community it serves. Because one function of a school system is to provide an environment that will foster positive youth development, and because of societal changes that have resulted in increasing numbers of children who are "at risk" for suicide, the Bridgeport Board of Education wishes to take a pro-active stance in addressing the problem of youth suicide.

The Bridgeport Board of Education recognizes its moral and ethical responsibility to provide programs conducive to the positive development of youth and to provide appropriate intervention and referral for those potentially suicidal youth who come to the attention of school personnel. At the same time, the Bridgeport Board of Education recognizes that suicide is a complex issue. While the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling but must refer the youth to an appropriate facility for such assessment and counseling.

Therefore, in accordance with Connecticut General Statute 10-221(e), any school employee who may have knowledge of a potential suicide must take the proper steps as specified in administrative procedures to report this information to the designated school team, which will in turn notify the appropriate school officials, the student's family, and appropriate community resources.

Legal Reference: Connecticut General Statutes 10-221(e) Boards of education to prescribe rules.

The following administrative guidelines are intended to guide actions regarding potential suicidal students who may come to the school's attention within five different situational categories:

1. **Primary Prevention** –Actions that the school system will undertake in order to promote conditions that reduce the risk of possible youth suicide.
2. **Situation #1: Students At Risk For Suicide** (page b) –Actions to be taken by the school system with regard to students who are identified as having potential risk for suicide because of their life circumstances or conditions.
3. **Situation #2: Students At High Risk For Suicide** (page c) –Actions to be taken by the school system with regard to students who are identified as exhibiting commonly recognized warning signs of potential suicide.
4. **Situation #3: Students Who Have Attempted Suicide** (page k) –Actions to be taken by the school system with regard to students who are identified as having made a suicide attempt.
5. **Situation #4: Students Who Have Completed Suicide or Have Suffered Sudden Death** (page o) – Actions to be taken by the school system following a death by suicide or for responding to sudden death of a student/staff person.

All school district staff have a responsibility to share with a building principal observations of student behavior that appear to be related to the possibility of suicide. The principal, in turn, has a responsibility to follow the guidelines attached to the Board Policy on suicide. If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the school system, the principal shall consult with the designated SAT or crisis intervention team to make such a decision and shall make appropriate documentation of the circumstances and the resulting decision.

The policy and procedures, associated guidelines, a listing of warning signs and risk factors, a sudden death intervention plan, and other appendices are available for review by staff in the principal's office and in the Superintendent's office.

The following staff guidelines will be included in the Professional Manual for use by staff.

SITUATION #1: Students At Risk For Suicide

Students who may be at risk for suicide include students whose life conditions and/or behaviors are among those listed in Appendix B. Since prediction of potential suicidal is extremely difficult, the list may not be all inclusive, and staff are encouraged to be sensitive to other factors that they believe might put a student at risk for suicide even if they do not appear on this list.

Staff Actions: Staff who have identified an “at risk” student must bring this student's name to the attention of the school principal as soon as possible.

Administrative Actions: Depending on the circumstances, the principal and/or designee may select one or some combinations of the following options:

- Contact student
- Contact student's teachers for further information
- Contact student's parent/guardian
- Refer student to in-school resources
- Refer student/family to out-of-school resources
- Select other options as warranted by the circumstances

Follow-up

Staff: Staff will be asked to monitor students who have been identified as “at risk” and should notify the principal or his/her designee immediately if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning. “At risk” students should also be monitored more closely following a suicide attempt or completion in the school community. All communication between staff and the principal or his/her designee regarding “at risk” students shall be treated confidentially.

Administrative: Following a suicide attempt or completion in the community, the principal will monitor “at risk” students more intensively and, if circumstances warrant, will contact the students and/or their families to offer assistance. If an “at risk” student is exhibiting a pattern of decline following another's suicide attempt or completion, procedures for “high risk” students should be followed. All communication between staff and the principal or his/her designee regarding “at risk” students shall be treated confidentially.

SITUATION #2: Students At High Risk For Suicide

Identification: High risk students include those who are exhibiting the commonly recognized warning signs of suicide as listed in Appendix B. Staff are encouraged to be sensitive to other signs they believe may indicate a student is feeling suicidal.

In order to facilitate such identification, the Bridgeport Board of Education will provide training to appropriate staff and students in recognizing the warning signs of suicide; furthermore; special initiatives will be undertaken to inform parent/guardian of these warning signs. The Bridgeport school system will also seek to enlist formal and informal peer contact systems to encourage students to recognize and refer students about whom they are concerned.

Staff Actions During School Hours: School staff who have identified a student who exhibits the signs as noted in Appendix B or who have other reason to believe the student is at high risk for suicide must immediately bring that student's name to the attention of the principal or his/her designee. This must be done even if the student has confided in the staff person and asked the staff person to keep their discussion confidential (in such cases, the staff person will explain that he/she cannot keep confidentiality in these circumstances). All communications among staff persons, however, will be treated with the utmost confidentiality as appropriate under the circumstances consistent with effectuating their obligations under this policy.

After School Hours Staff Action: If a staff member has become aware of a potentially suicidal student during after-school hours, he/she will try to estimate the level of suicide risk by talking to the student and take the following actions:

1. **Imminent Risk of Suicide:** Contact the local police and give them information about the situation and the student's whereabouts. If the circumstances are very serious, stay on the phone or in contact with the student until someone can be enlisted to summon help. A contact should be made as soon as possible with the building principal who will act in accordance with existing guidelines.
2. **No Imminent Risk of Suicide:** Contact the building principal, who will consult with the local crisis center and will act in accordance with existing guidelines.

Note: If the staff person is not able to assess the level of risk, he/she will contact the principal, who will make a judgment about contacting the local crisis center and following existing guidelines.

Administrative Actions – Notification During School Hours

1. Depending on the seriousness of the situation, the principal or designee will make a decision about whether to proceed on his/her own or confer with the SAT. In all cases, the team administrator will be notified.
2. The principal or designee will gather background information prior to contacting the student unless there appears to be imminent risk of self-harm (if imminent risk, proceed to step 3).

This background check will be done on the same day as the referral and might include:

- further discussion with the person who made the referral and/or
 - contact with other staff members to get data on recent performance.
3. The principal or designee will, at the earliest possible moment following the collection of information, make contact with the student for the purpose of obtaining information about the seriousness of the situation.
 4. Based on the results of this interview and other available information, the principal or designee will take the following actions relevant to the risk level of the situation:
 - a. **High Risk Situation:** The student has the intent to kill him/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of oneness, hopelessness, helplessness, and the inability to tolerate any more pain.
 - i. The principal or designee will ask the student to sign an agreement not to harm him/her-self without prior contact with the designated local crisis center.
 - ii. The principal or designee will not leave the student alone but will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting his/her parent/guardian because of their deep concern for him/her.
 - iii. The principal or designee will contact or arrange for someone to:
 - contact the student's parent/guardian to inform them of the situation and to request that they come to the school immediately
 - obtain further information from the parent/guardian concerning the student's mental health history, including therapy and previous suicide attempts. If the student is currently being seen by a mental health professional, the administrator will ask for parental permission to speak with that professional
 - convene the team
 - iv. An appropriate team member will contact the student's therapist and may also elect to contact an approved trained professional (psychiatrist, crisis worker, etc.) for further consultation.

- v. If the parent/guardian cannot be contacted or if they refuse to come to school and the team determines that a medical emergency exists, normal procedures for such emergencies will be followed.
- vi. When the parent/guardian arrive at school, the principal, the person who interviewed the student, and, if appropriate, the outside consultant will meet with them. The following points should be covered in the meeting:
 - the utmost seriousness of the situation
 - the need for an immediate suicide risk evaluation at a medical or mental health facility
 - the need for continued monitoring of the student at home if he/she is released following the evaluation
 - the need to “suicide-proof” their home, especially in removing the method the student had described in his/her plan
 - the need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent/guardian to coordinate in-school support with out-of-school care)
 - a request for parent/guardian to sign a release of information form for communication among the school, the facility to which the student will be taken, the student's therapist, and other individuals as appropriate
- vii. Following the meeting, parent/guardian will accompany their child to the designated facility. If appropriate, a team member may also accompany them.
- viii. If the parent/guardian refuses to come to school, if they come but refuse to cooperate, and/or if their response can be harmful to their child, the principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families, and, if necessary, file such a report with DCF. In addition, the school will inform the parent/guardian that it will not accept the student back until a formal mental health evaluation has taken place. This exclusion will be done in compliance with state regulations and will only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if circumstances warrant.

ix. Follow-Up

- The following day a team member will contact the family to discuss its plans to provide professional help and support to the student. The team will meet to develop a plan of action for in-school support of the student.
- If the student is in school the following day, the team members who interviewed the student the previous day will meet with the student to offer continuing support.
- The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring should include:
 - (i) frequent contact with the student
 - (ii) frequent contact with the student's therapist
 - (iii) contact with the parent/guardian as appropriate
 - (iv) contact with the staff and the student's friends as appropriate

- b. **Mid-level Risk:** The student has some intent to kill himself and has thought about how he/she would do it. He/she has access to the methods he/she has described but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows willingness to accept help.
- i. The principal/designee will ask the student to sign an agreement not to harm himself/herself without prior contact with the designated local crisis center.
 - ii. The principal/designee will work with the student to create an adult support system from whom he/she is willing and able to receive support and will offer to speak with those people on the student's behalf.
 - iii. The principal/designee will explain to the student that he/she is required to contact the student's parent/guardian in order to arrange for professional help and to develop an appropriate support system.
 - iv. Following the meeting with the student, the principal/designee will:
 - convene the team to plan a course of action.
 - contact the student's parent/guardian to inform them of the situation and to request a meeting later that day or the following day at the latest.
 - obtain further information from the parent/guardian concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the administrator will ask for parental permission to speak with that professional.
 - v. A team member will contact the student's therapist (if applicable) and may also elect to contact an approved, trained helping professional for further consultation.

- vi. When the parent/guardian arrive for the meeting, the principal and the person who interviewed the student will meet with them. The following points should be covered in the meeting:
- the utmost seriousness of the situation.
 - the need for suicidal risk evaluation at a medical or mental health facility as soon as possible. If possible, this appointment will be scheduled during the meeting.
 - the need for continued monitoring of the student at home over the coming weeks.
 - the need to “suicide-proof” their home, especially in removing the method the student had described in his/her plan.
 - the need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent/guardian to coordinate in-school support with out-of-school care).
 - information about resources the parent/guardian can contact in case of an emergency.
 - a request for parent/guardian to sign a release of information form for communication among the school, the facility to which the student will be taken, the therapist, and other individuals as appropriate.
- vii. If the parent/guardian refuse to come to school, if they come but refuse to cooperate, and/or if their response can be harmful to their child, the principal/designee will explain that the school may be required to file a medical neglect report with DCF, and, if necessary, file a report with DCF. In addition, the school will inform the parent/guardian that they will not accept the student back until a formal mental health evaluation has taken place. This exclusion from school will be done in accordance with state regulations and should only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if the circumstances warrant.

viii. Follow-up

- The following day a team member will contact the family to discuss its plans to provide professional help and support to the student, and the team will meet to develop a plan of action for in-school support of the student.
 - If the student is in school the following day, the team member who interviewed him/her the previous day will meet with him/her to offer continuing support.
 - The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring will include:
 - (i) frequent contact with the student
 - (ii) frequent contact with the student's therapist
 - (iii) contact with the parent/guardian as appropriate
 - (iv) contact with the staff and the student's friends as appropriate
- c. **Low Level Risk:** The student has some intent to kill himself/herself but has only a vague plan or no plan on how to do it, with very low access to a possible method. Although she/he expresses feelings of hopelessness and helplessness, she/he is able to describe how things could change in order to be better.

Procedures to be followed are the same as for mid-level lethality.

- d. **Very Low Level Risk:** The student has not seriously considered suicide and has no plan or method. He/she is experiencing feelings of intense pain but is willing to work to help change things.
- i. The principal or designee will stress the availability of helping resources within the school.
 - ii. The principal or designee will discuss with the student the importance of involving his/her parents/guardians in order to obtain professional help in solving the student's problems. If the student is highly resistant to parent contact and if the principal or designee feels that serious negative consequences for the student will result from such contact, he/she will agree to postpone such contact for 24 hours but will set up a meeting with the student for the following day to discuss it further.
 - iii. The principal or designee will convene the team. The team will develop a plan of action to help the student and make a decision regarding parent contact.

iv. Follow-Up

- The principal or designee will contact the student's parent/guardian(s), if appropriate, and discuss possible sources of professional help.
- The principal or designee will ask the parent(s) to sign a release form for sharing of information between the school and therapist, and will maintain frequent contact with the family.
- If it is deemed not appropriate to contact parent/guardian(s) at this time, the principal or designee will continue to meet frequently with the student to offer support and help and encourage parent involvement.
- If the student's condition deteriorates, immediate parent/guardian contact will be made.

Administrative Actions – Notification Outside School Hours

When a staff member notifies the principal/designee about a potentially suicidal student outside school hours, the principal/designee will:

1. Obtain whatever information the staff member is able to provide, including the student's name and location.
2. Contact the student's parent/guardian and encourage them to contact the local crisis center for an evaluation of the student's risk for suicide. If the parent/guardian are unavailable, the principal/designee will contact the local crisis center to determine the best course of action and will cooperate with the center in taking such action.

All guidelines for in-school referral will be followed as appropriate.

Staff Follow-Up

Staff will be asked to monitor the student who has been identified as “high risk” and should notify the principal/designee if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning.

“High risk” students should also be monitored more closely following a suicide attempt or completion in the school community. All communication between the staff and the principal/designee regarding “high risk” students shall be treated confidentially.

SITUATION #3: Students Who Have Attempted Suicide**Out of School Attempt**

Staff Actions: The staff member who receives information about an attempted suicide will immediately contact the school principal/designee, who will try to verify the information.

Administrative Actions: The principal/designee will call a meeting of the SAT as soon as possible to develop a plan of action and to delegate responsibilities.

Actions should include:

1. Contacting the student's family for the purpose of verifying information, offering support and possible referrals, sharing information about the importance of careful monitoring of their child, and "suicide proofing" the home.

Asking parent/guardian to meet with designated SAT members prior to the student's re-entry to school. If the student is hospitalized, the parent/guardian will be asked to sign release forms for sharing of information between the school and the hospital.

In addition, making arrangements for an SAT member to meet with the student in the hospital when it is appropriate (this will reduce the sense of shame and alienation the student may feel and ease his/her re-entry into school).
2. Notifying the staff. If the attempt is public knowledge, teachers will be informed. If knowledge of the attempted suicide is widespread, causing visible distress among the majority of students, staff may be asked to follow guidelines in Appendix C. Staff who are uncomfortable doing this will be assisted by an SAT member. An after-school meeting may be held to identify other "at risk" and "high risk" students and discuss concerns. If an attempt is not public, staff will be informed on a "need to know" basis.
3. Developing a plan to monitor and support "at risk" and "high risk" students. If circumstances warrant, their parent/guardian will be contacted.
4. Developing a plan to contact friends of the student who has attempted suicide. Such contacts will be conducted as confidentially as possible, and these students will be encouraged to discuss their feelings with the team members or other qualified adults.
5. If appropriate, contacting the principal of the sibling's school to share information about the attempt. Sibling will not be contacted, however, without prior consent from the parent/guardian, except in emergency situations.

Staff Follow-Up

Staff will be expected to monitor "at risk" and "high risk" students more closely following another student's suicide attempt.

Administrative Follow-Up

- Meet with parent/guardian(s) to plan for the student's transition back to school; strongly encourage family to follow through on counseling referral; and sign releases for sharing of information.
- Continue to monitor other "at risk" and "high risk" students as needed.
- Assign a team member to meet with the returning student and provide ongoing support upon his/her return to school.
- Maintain contact with the student's family and therapist.

In-School Attempt

Staff Actions: The staff person who becomes aware of the attempt will immediately inform the principal/designee and the nurse.

Administrative Actions

- The principal/designee and the nurse will follow school medical emergency procedures to get immediate medical help for the student. If the situation warrants, the principal/designee will also call school security and the local police department.
- Parents/guardians will be contacted in accordance with medical emergency procedures.
- The school day will continue as normally as possible.
- An emergency meeting of the SAT will be convened to develop a plan and to delegate responsibilities.
- *If students and/or staff have witnessed the attempts, take the following actions:*
 - a. Have someone cover staff members' classes while designated team members meet with them to discuss their feelings. If they feel able to return to class, encourage them to do so but discourage them from talking about the attempt with students.
 - b. Meet with students who have witnessed the attempt in small groups; offer individual support to those who need it. If students feel able to return to class, encourage them to do so but discourage them from talking to other students about the attempt. Students should only be permitted to leave school in the company of their parent/guardian or other responsible adults.
 - c. Meet with students who are close friends of the attempter to inform them and offer support.
 - d. Follow guidelines in Appendix C if knowledge of the attempt is widespread through out the school. Staff who are uncomfortable doing this will be assisted by an SAT member.
- Conduct an after-school staff meeting to review the day's events, identify students who may be in need of extra support, and develop a plan to monitor and support those students whose own risk may be increased as a result of the suicide attempt.

Staff Follow-Up

- Staff will be expected to continue with the school day as normally as possible.
- Staff will encourage students who seem distressed to seek help from the SAT.
- Staff will be expected to monitor "at risk" and "high risk" students more carefully following another student's suicide attempt.

Administrative Follow-Up

- Continue to monitor "at risk" and "high risk" students and friends of the attempter.
- Meet with parent/guardian to plan student's transition back to school; strongly encourage them to follow through on counseling referrals and to "suicide-proof" the home; sign release forms for sharing of information between school and therapist; maintain periodic contact with family and therapist.
- Assign SAT member to meet with the returning student and provide ongoing support upon his/her return to school.

Special Issues

School knowledge vs. family privacy: The team should use its judgment in balancing the need of some school staff to know what has happened vs. the family's desire and right to keep the attempt as private as possible.

Family does not follow through on referral for counseling: The school, under the principal's direction, will make every attempt to encourage parent/guardian to follow through on a referral for counseling. If the family refuses to obtain such help following a suicide attempt by their child, the school will explain that the school will be required to file a medical neglect report with DCF and will file such a report. In addition, the school will consult with the facility that treated the student to determine the best course of action in the interim.

Situation cannot be handled adequately by building-based personnel: The principal/designee will call the appropriate Assistant Superintendent and the district crisis intervention team (through the director of psychological services, the director of social work, or the director of student support services) whenever a student's suicide attempt has affected a large number of people within the school or when building-based personnel need assistance in handling the situation.

SITUATION #4: Completed Suicide or Sudden Death of a Student

Day of Suicide/Death

Staff Actions: The staff person who receives the information will immediately notify the school principal/designee who will verify the information.

Administrative Actions

Notification of School Personnel

1. Out of School Hours Death

- a. Upon verification, the principal/designee will notify the Superintendent, the SAT administrator, and other appropriate administrators (principals of siblings' schools, special services personnel, etc.)
- b. The principal/designee will consult with the SAT administrator, and together they will contact other SAT members and staff as appropriate.

2. In-School Hours Death

- a. Follow administrative and staff actions as above.
- b. Convene emergency meeting of SAT which will meet immediately to develop a plan and delegate responsibilities. This should include:
 - a written statement of facts
 - a plan for contact with friends of student
 - a plan of who will be available for small group support
 - a plan to support teachers who are uncomfortable telling students
 - a plan as to who will deal with the media
 - a decision whether to involve outside consultants if needed and appropriate decisions about who else will be notified (parents/guardians of friends, colleagues, PTA, etc.), who will collect student's personal belongings, and who will contact family
 - a plan to monitor and support other "at risk" and "high risk" students plans for a staff meeting
 - other tasks as identified by members
- c. Since most staff will be occupied, they will be notified of the basic facts (what, when, who) in writing and advised to follow designated procedures as outlined on the notification document.

Notification of Students**1. Out-of-School Hours**

- a. The team members will inform parents/guardian of those students who were closest to the deceased student, ask them to share this information with their own child, and stress the availability of support at school.
- b. If these close friends are not notified the evening before, team members will contact them as soon as possible as they arrive at school, notify them, and stress the availability of support.
- c. All other students will be notified as soon as appropriate.

2. In-School Hours

- a. Before all staff are informed, those students who were closest to the person who has died will be informed individually by a team member or other support staff. In addition, the following guidelines will be observed:
 - If the student is already in a "risk" category and/or if the student is extremely upset and indicates he/she may be suicidal, assessing the risk of suicide.
 - Stressing the availability of support and developing a plan with the student about to whom he/she can go for support in and out of school.
 - Giving student the option of returning to class, continuing to meet with support personnel, or going home (with parental approval).
 - Allowing students to leave school only if accompanied by a parent/guardian or other responsible adult.
- b. The classroom teacher, an SAT member, or other support staff will inform students of the basic facts of the death and stress the availability of immediate and on-going support as specified in Appendix C. Students will be allowed to seek counseling as long as needed, to leave class for support, or to call their parents/guardian to go home.

Staff Meeting

1. If a general staff meeting is held prior to informing students of the death, the meeting will focus on reviewing the guidelines in Appendix C. Staff will also be asked to be aware of those students who are "at risk" or "high risk" or other students who may not voluntarily help and should be referred.
2. If the general staff meeting is held after students are informed, the meeting will focus on reviewing the day's events and identifying students as above.
3. In either case, great sensitivity will be taken in responding to staff member needs. Staff will be experiencing all feelings associated with death, and the availability of support for them will also be stressed. They will especially be encouraged to meet with a support staff person if they are experiencing guilt related to unobserved warning signs from the student of related to actions they may have taken with the student (discipline, grades, etc.)

End of Day SAT Meeting

- Review day's events
- Modify previous plans as needed
- Develop support plan for students who are in risk categories

Day Following Suicide/Death

Staff Actions: Staff will try to resume a normal class routine while being sensitive to encouraging distressed students to utilize the support services that are available.

Administrative Actions

1. If the death occurred after school, on a prior day, follow procedures as previously outlined and as needed and consider setting aside the first period of the day to inform students and discuss the situation.
2. Return to normal as much as possible but continue to provide highly visible support. This support might consist of:
 - a. small group discussions in visible places (library, cafeteria)
 - b. availability of counselors in private rooms for one-to-one support
 - c. use of gym to "work off" feelings
 - d. participation in an action-orientated group that is focused on how to prevent further deaths
3. An administrator and SAT member(s) will visit the family to:
 - a. offer condolences and support
 - b. return personal possessions
 - c. determine funeral arrangements and family wishes regarding student/staff attendance at funeral
 - d. offer other assistance as needed and appropriate
4. Meeting of SAT will take place as needed during the day and after school to review the day and continue planning.

Second and Subsequent Days Following Death

Staff Actions: Continue to monitor “at risk” and “high risk” students and refer students to designated support centers as needed.

Administrative Actions

1. Announce funeral arrangements
 - a. A delegation will be selected to represent the school officially and to be supportive to students who attend.
 - b. Staff will be allowed to attend as appropriate.
 - c. Students will be allowed to attend, preferably with their parents/guardian, or, at the very least, with written parental permission.
2. Continue to monitor and support students. This may need to be intensified on the one week and one month anniversary of the death.
3. Maintain frequent contact with staff to facilitate identification of students who may need extra support; weekly staff meetings are recommended for the first month.
4. Take care of business related to student as appropriate.
 - a. Delete names from lists, mailing lists.
 - b. Notify colleges to which the student had applied, if appropriate
 - c. Other

Note: The principal/designee may request additional support staff whenever a student's suicide or sudden death has affected a large number of people within the school or when building-based personnel need assistance in handling the situation.

APPENDIX A**SPECIAL ISSUES IN USING PROCEDURES****Communication:**

The building principal shall maintain communication with the Assistant Superintendent about all suicides or suicide attempts and shall call on the central office for advice on how to proceed if the situation warrants. In turn, the Superintendent will keep the Board up-to-date on suicide-related issues as appropriate. All communications must be kept confidential as appropriate.

Documentation:

All actions taken by school personnel will be carefully documented. Such records will express facts, observable behaviors, and actions. They will not be placed in the student's permanent file. Following an attempt or completed suicide, the maintaining of a daily log is recommended.

Special Education:

In general, there should be no incompatibility between these procedures and those governing students in a special education classification. The team will work closely with pupil personnel staff and involve them whenever appropriate.

Contagion:

Sometimes a suicide attempt or completed suicide will trigger other suicide attempts. There is no clear body of knowledge about how or why this occurs and what unique circumstance cause it. The best preventive measure against the contagion effect seems to involve careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorizing the suicide, and the careful planning of prevention activities.

Drop-Outs:

To extent that the school continues to have contact with dropouts located in the community, resources of the school will be utilized to be of assistance as appropriate and as determined by the principal.

Anniversary Dates:

The week, month, or year anniversary of the death may trigger a delayed grief reaction or a suicide attempt modeled after the first. School personnel will be sensitive to this and intensify monitoring of students at these times.

Support for Suicide Team:

While SAT members will probably be sensitive to each other's needs for support, it can also be helpful to have an approved professional available during and following crisis periods to "debrief the team and offer support to individual members as needed.

Suicide at School: Suicide attempt procedures will be followed as outlined. Most experts agree it is better to keep students at school, where adult support systems are available, than to send them home, where no adult supervisors might be available to them. Students will only be released to their parents/guardians or other responsible adults should they ask to leave school.

APPENDIX B**WARNING SIGNS AND RISK FACTORS**

It is important to note that adolescence is often a time of change and mood swings. When considering possible warning signs of suicide, one will look for the pattern (several related signs), the duration (two or more weeks of a given pattern), and the intensity and the presence of a particular crisis event. One will measure these against what is perceived to be normal for a given adolescent.

Perhaps most importantly, one should trust his/her instincts. When in doubt, seek help. Any young person exhibiting some combination of these signs or subject to those risk factors is probably in need of some type of help.

Early Warning Signs

Difficulties in School
 Depression (expressed as sadness or as angry acting out)
 Drug abuse
 Sleep disturbances
 Eating disturbances
 Loss of interest in activities
 Restlessness and agitation
 Feelings of failure
 Overt self criticism

 Overly self critical

 Anger and rage (especially if directed at a parent)
 Pessimism about life, about one's future
 Persistent physical complaints
 Inability to concentrate

Precipitating Events

Loss of a close relationship
 Legal problems, school failure, truancy
 Loss of status with peers
 Argument with parent
 Fear of major change (graduation)
 Disciplinary crisis
 Incarceration
 Recent failure or setback
 Recent trauma (divorce, illness, move)
 Anniversary of someone else's suicide
 Identification with someone else who recently committed suicide
 Major change in life such as going to college
 Preoccupation with death

Late Warning Signs

Talking about suicide, death
 Dropping out of activities

 Neglecting of appearance
 Isolating oneself from others

Late Warning Signs (cont.)

Feeling that life is meaningless
Believing that no one can help them - helplessness
Suddenly improving in mood, behavior
Being preoccupied with one's failures, faults
Putting one's life in order
Giving away possessions

Family Factors

Suicide of a family member (especially a parent)
Loss of a parent through death
Family alcoholism
Absence of meaningful relationships and attachment within the family
Destructive, violent parent-child interactions
Inability to meet unrealistic parental expectations
Depressed, suicidal parents
Physical, emotional, or sexual abuse

Environmental Factors

Frequent mobility
School problems
Religious conflicts
Social loss
Social isolation and alienation
Incarceration for a crime
Loss of significant relationships
High levels of stress

Personal Factors

Depression
Feelings of powerlessness
Loneliness
Poor impulse control
Tunnel vision
Unresolved grief
Loss of identity, status
Desire for revenge or to punish another
Mental illness

Personal Factors (cont.)

Confusion, conflict about sexual identity
Alienation from traditional societal values
Compulsive perfectionist
Lack of inner resources to deal with frustration
Inability to perceive death as final
Desire to be reunited with someone else who is dead

Behavioral Factors

Running away
Alcohol/drug abuse
Isolation from others
Fascination with death and/or violence and Satanism
Legal problems
Delinquency

APPENDIX C

GUIDELINES FOR TALKING TO STUDENTS ABOUT SUICIDE/SUDDEN DEATH

1. Prepare students for the serious and tragic nature of the information that is about to be shared with them. Say that it is expected that this news will upset many of them and that both you and other staff are there to help them get through this.
2. Express the facts of the situation and what actions are being taken as a result (i.e. all classes are being informed, counseling centers are being set up, etc.)
3. Allow students to react. Pay special attention to the following:
 - a. Dispel any rumors or unconfirmed information.
 - b. Stress that we each react differently to tragedies and must respect one another's feelings and ways of reacting.
 - c. Point out that grief, sadness, anger, guilt, fear and disbelief are all normal reactions to such news.
4. Convey a sense of acceptance for all the feelings expressed, avoid judgmental or value statements about anyone's feelings.
5. Note that some people's feelings will be stronger than others and that individual help is available (name where and with whom) for those who want to discuss their feelings further with someone.
6. If student's reactions seem particularly intense or you feel unable to respond to them adequately, strongly encourage them to seek assistance from one of the designated counseling centers. Offer to accompany them to the center after class. Refer to student assistance team.
7. If students have questions are unable to answer or if you are feeling uncomfortable in the discussion, request that an SAT member assist you.
8. Encourage students to be supportive of one another, but stress the importance of seeking help or encouraging their friends to seek help from adults if their feelings seem more intense or persistent than "normal".
9. Reassure students that they are not responsible for what happened - discourage guilt and unrealistic "hindsight regrets". Instead, focus discussion on how they might use what they now know to avoid similar tragedies in the future.
10. Stress that the feelings student now have are temporary and will diminish with time; display your own sense of assurance that things will get better.

11. In cases of suicide, avoid glamorizing the death of a dead person. Stress that this was a tragic and unnecessary event.
12. In cases of suicide, avoid focusing on the details or circumstances that led up to the person's death; stress that suicide is a permanent solution to a temporary problem, and focus on how the person might have received help to avoid this tragic ending. Stress that suicide is not a normal reaction to life's setbacks.
13. Allow students who do not want to participate in the discussion to study quietly in the room or seek assistance from one of the counseling centers. Don't assume that the lack of a visible reaction means the student has no reaction.
14. Allow as much time as students seem to need for the discussion. Try to move discussion toward how students can help one another express sympathy for the family and help to prevent (in the case of suicide) similar tragedies.
15. Students who wish to memorialize the dead person in some way should be referred to an SAT member.
16. End by reminding students of the counseling and support services that are available.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



Bridgeport Public Schools
Policies and Procedures

Elementary & Secondary

**CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES**

**Policy Regarding Section
504 Of The Rehabilitation
Act Of 1973**

Policy No.5158

4/23/12

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Section 504 of the Rehabilitation Act of 1973 ("Section 504") is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. For the purposes of Section 504, the term "disability" with respect to an individual means:

1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
2. a record of such an impairment; or
3. being regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Bridgeport Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Bridgeport Public Schools will not knowingly permit discrimination against any person with a disability in any of the programs operated by the school system. Persons who feel that they may have been discriminated against on the basis of disability should contact the Bridgeport Public School's Section 504 Coordinator.

The school district also has specific responsibilities under Section 504 with respect to providing access to appropriate educational services for students who qualify under Section 504. These responsibilities include the obligation to identify, to evaluate, and to afford access to appropriate educational services. If the parent or guardian disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of their child, he/she has a right to an impartial hearing. Additional written information about an impartial hearing is available on request from the Section 504 Coordinator.

Please contact John Di Donato, the Section 504 Coordinator for the Bridgeport Public Schools, at phone number 203-275-1295 with any additional questions or concerns about this policy.

Legal References: 29 U.S.C. § 794
34 C.F.R. § 104 et seq.
42 U.S.C. 12101 et seq.
ADA Amendments of 2008, Public Law 110-325

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 27, 2009), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Bridgeport Board of Education Section 504 Complaint Procedures

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. "Major life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

I. Procedures for Complaints Alleging Discrimination on the Basis of Disability

- A. It is the express policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any violation of Section 504. In order to facilitate the timely resolution of such complaints, any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability should submit a written complaint to the district's designated Section 504 Coordinator within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Complaints regarding a student's rights with respect to his/her identification, evaluation, or educational placement shall be addressed in accordance with the procedures set forth below in Section II.
- B. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent, who shall investigate or appoint a designee to do so.
- C. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- D. The written complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witness(es) or individuals relevant the complaint; and
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred.

E. Upon receipt of the written complaint, the Section 504 Coordinator (or Superintendent, as outlined above), shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;
2. Meet with the complainant to discuss the nature of the complaint;
3. Provide the complainant with a copy of the Board's Section 504 Policy and applicable administrative regulations;
4. Investigate the factual basis for the complaint, including interviews with individuals with information relevant to the complaint;
5. Attempt to resolve the complainant's concerns, whenever possible;
6. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
7. Communicate the findings of the investigation to the complainant, along with intended remedial actions, whenever appropriate, while keeping in mind confidentiality obligations; and
8. Ensure that appropriate remedial and/or disciplinary action is taken whenever allegations are verified.

F. If, following the investigation by the Section 504 Coordinator, the complainant is not satisfied with the results of the investigation or the proposed resolution, the complainant may request, in writing, that the Superintendent review the findings of the Section 504 Coordinator. Upon receipt of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted.

II. *Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation, and/or Educational Placement*

Complaints regarding a student's identification, evaluation, or educational placement shall generally be handled using the procedures described below, **However, at any time, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

A. Submission of Complaint to Section 504 Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504 Coordinator within thirty (30) days of the alleged date that the dispute regarding the student's identification, evaluation or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes as it assists the district in gathering current, accurate information and enables the district to take corrective actions when necessary to ensure that a student is provided with an appropriate educational program.
2. The written complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation or placement; and
 - f. Remedy requested.
3. Upon receipt of the written complaint, the Section 504 Coordinator shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) business days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504 Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of his/her investigation to the complainant within fifteen (15) business days from the date upon which the complaint was received by the Section 504 Coordinator.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504 Coordinator's review, he or she may present the written complaint to the Superintendent for his/her review.
2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504 Coordinator and shall consult with the Section 504 Coordinator regarding attempts to resolve the complaint. The Superintendent shall also consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.
3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) business days following his/her receipt of the written request for review by the Superintendent.
4. If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a mediator or to an impartial hearing officer. This request for a hearing/mediation should be made within fifteen (15) days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

1. The mediator must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
3. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
4. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

1. The impartial hearing officer must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
2. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es) and to have legal counsel or other representation at the complainant's own expense, if desired.
3. The impartial hearing officer shall hear all aspects of the complainant's appeal and shall reach a decision within forty-five (45) calendar days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.
4. A Section 504 impartial hearing officer does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is **directly related** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

- E. The time limits noted throughout Section II may be extended if more time is needed to permit thorough review and opportunity for resolution.

III. *The Section 504 Coordinator for this district is:*

John Di Donato, Assistant Superintendent for Youth Development
948 Main Street, Administrative Bldg
Bridgeport, CT 06604
Telephone: 203-275-1295

IV. *Complaints to State and Federal Agencies*

At any stage in these complaint procedures, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111). Any such complaints must be filed within one hundred and eighty (180) days of the date of the alleged violation of Section 504.

Any employee who believes that he or she has been discriminated against on the basis of disability may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02114 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within one hundred and eighty (180) days of the date when the alleged discrimination. Remedies for discrimination include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Notice of Parent/Student Rights Under Section 504 Of The Rehabilitation Act Of 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. "Major life activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Bridgeport School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;

9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

John Di Donato, Assistant Superintendent for Youth Development
948 Main Street, Administrative Bldg.
Bridgeport, CT 06604
Telephone: 203-275-1295

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111

U.S. Department of Education
Office for Civil Rights
550 12th Street, SW
Washington, DC 20202-1100
Telephone: 1-800-421-3481

Connecticut State Department of Education
Bureau of Special Education
and Pupil Services

P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 807-2030

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No./Regulation:
Related Superintendent Procedure:
Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

**CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES**

First Amendment Rights

Policy No.5161

4/23/12

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The Bridgeport Board of Education recognizes that students have the right to express themselves verbally, in writing, and by posting of materials in the schools. Such expressions shall be done in a judicious manner and shall be subject to review by the appropriate authority to determine that the content and the form are not obscene, libelous, vulgar or substantially disruptive to the educational process.

The intent of the Bridgeport Board of Education is to encourage student expression in school-sponsored, classroom, and other activities. The administration is charged to create an oversight process that would disallow only those forms of expression that would be judged obscene, libelous, seriously disruptive, or vulgar, and thus, interfere with legitimate pedagogical process.

For administrative guidance, herein are illustrated terms used:

Obscene:	those expressions that contain overt or explicit displays of sex
Seriously disruptive:	those expressions that advocate violence, use of alcohol or drugs attack individuals, races, religions, creeds, ethnic or sexual groups, or others
Libelous:	those expressions that contain unsubstantiated character assaults on individuals or groups of people statements that are personally insulting
Vulgar:	those expressions that use sex, anatomy or slurs in the form of "jokes," parodies or other forms that degrade individuals, racial, ethnic, religious or sexual groups expletives lewdness

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
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**Elementary & Secondary
CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES
Nondiscrimination**

Policy No.5162

4/23/12

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The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, marital status, age, or disability, subject to the conditions and limitations established by law.

Legal Reference: Title IX of the Elementary and Secondary Education Act of 1972, 20
U.S.C. §7801, et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S. C. §2000e, et seq.
Americans with Disabilities Act, 42 U.S.C. §12101, et seq.
Connecticut General Statutes § 10- 15c and 46a-8 1 a, et seq.
Discrimination on basis of sexual orientation
Section 504 of Rehabilitation Act of 1973

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

**CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES**

**Police Questioning Children
in School During School
Hours**

Policy No.5164

4/23/12

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Students may be questioned by police in school regarding a school-related matter. Students may be questioned in school during school hours in the presence of school principal or designee, and a parent/guardian when possible and appropriate. The parent/guardian will be notified prior to questioning except in the event of an emergency or when the parent/guardian cannot be reached. In that event, the parent/guardian will be notified of what transpired as soon as practicable.

The Bridgeport Board of Education opposes the practice of questioning students in school for events which occur outside of school.

In the event of any Law Enforcement Officer wishing to interview a student in regards to a previous crime, that Officer should first contact the Director of School Police & Security for assistance in such matters.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

**CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES**

Search & Seizure

Policy No.5166

4/23/12

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1. Search of a Student and His/Her Effects

- a. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

2. Search of a Locker, Desk and Other Storage Area

- a. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to conduct random inspections of lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- b. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items, the possession of which is illegal, or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.
- c. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Legal References: Connecticut General Statutes:
Section 10-221, Boards of Education to prescribe rules
Section 54-33n, Searches
New Jersey v. T.L.O.; 469 U.S. 325 (1985)

1. Search of a Student and His/Her Effects

- a. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.
- b. A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
- c. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Both metal detectors and breathalyzers may be used to conduct searches to the extent authorized by Board policy.
- d. Strip searches are prohibited.
- e. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

- a. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.
- b. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- c. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- d. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).

- e. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration, in consultation with the Director of School Police and Security, may authorize law enforcement officials to search lockers/storage areas in accordance with Board 5142.12, Section 2(A).
- f. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

Legal References: Connecticut General Statutes:
 Section 10-221, Boards of education to prescribe rules
 Section 54-33n, Searches
 New Jersey v. T.L.O., 469 U.S. 325 (1985)

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No./Regulation:
Related Superintendent Procedure:
Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

Elementary & Secondary

**CIVIL & LEGAL RIGHTS &
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Use of Metal Detectors

Policy No.5166.1

4/23/12

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1. Deployment of Metal Detecting Devices

- a. In view of the escalating presence of weapons in America's schools today, the Bridgeport Board of Education for the Bridgeport Public Schools authorizes the use of handheld metal detectors to check a student's person or personal effects.

2. Non-discriminatory Metal Detector Searchers

- a. School officials or law enforcement officers may conduct metal detector checks of groups or individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., upon students entering the school; all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups or individuals may not be used to single out a particular individual or category of individuals.
- b. If a school official or a law enforcement officer has a reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects. A student's failure to permit a metal detector check as provided in this will be considered grounds for disciplinary action.

3. Notification of Metal Detector Use

- a. Upon enrollment and at the beginning of each school year, students and parent/guardian shall receive notice that the district may use hand held metal detector checks as a part of its program to promote safety and deter the presence of weapons.
- b. If a school principal/designee determine that they want to deploy hand-held metal detectors on a random basis. They shall consult with appropriate staff and parents/guardian.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
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**CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES**

Use of Physical Force

Policy No.5167

4/23/12

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The use of physical force (corporal punishment) as a disciplinary measure is **not** permitted in the Bridgeport Public Schools.

In accordance with State statutes, a teacher, administrator, or other person entrusted with the care and supervision of a student may use reasonable physical force when he/she believes it is necessary to (a) protect himself/herself or others from immediate physical injury; (b) obtain possession of a dangerous instrument or controlled substance upon or within the control of such student; (c) protect property from physical damage; or (d) restrain or remove such student to another area to maintain order.

Legal Reference: Connecticut General Statutes
53-18a Use of reasonable force of deadly physical force generally;
defense by teachers and certain other persons.

Adopted:
Last Reviewed / Revised: 5/14/12
Cross Reference: Policy No./Regulation:
Related Superintendent Procedure:
Legal Reference:



**Bridgeport Public Schools
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**CIVIL & LEGAL RIGHTS &
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On Campus Recruitment

Policy No.5168

4/23/12

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Subject to the provisions of subdivision (11) of subsection (b) of section 19 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

Students and their parent/guardian must be informed at the beginning of each school year of their right to request that the student's name, address and telephone number not be released to military recruiters.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

(cf. 5124 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-221b Boards of Education to establish written uniform re treatment of
recruiters.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
Policies and Procedures**

**Elementary & Secondary
CIVIL & LEGAL RIGHTS &
RESPONSIBILITIES
Married/Pregnant Students**

Policy No.5169

4/23/12

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Married students shall have the same educational opportunities as unmarried students, and the Board of Education's responsibility for the education of all school-age children includes pregnant students whether married or unmarried who shall be allowed to remain in school and provided appropriate support services as a part of the school program.

A pregnant high school student may remain in her regular school program as long as her physical and emotional condition permits. Any variation from a pregnant high school student's continuance in regular classes shall be based upon her specific needs. A pregnant middle school student shall be allowed to continue her education in an appropriate setting, which will be determined by a school team consisting of a support staff person, school principal and teacher in collaboration with the student's parent/guardian. Homebound instruction shall be provided only when the student's doctor determines that is necessary.

(cf. 6200 - Adult Continuing Education)

Legal Reference: Connecticut General Statutes
10- 184 Duties of parents.
10-186 Duties of local and regional boards of education re school attendance.
State Board of Education Regulations
10-76a-35 Educationally exceptional children.
10-76d- 15 Homebound and hospitalized instruction (subsection b4).
10-76d(e)(2) Duties and powers of boards of education to provide special education programs and services
PA 96- An Act Concerning Technical Revisions to the Education Statutes.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference:



**Bridgeport Public Schools
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BUS CONDUCT**

Policy No.5182

4/23/12

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School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus.

Students will be advised that they may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a Board of Education or administrative regulation.

If a student loses the bus privilege, he/she will be allowed to ride home that day only. Students who lose bus privileges are still required to attend school and it is the responsibility of parent/guardian to see that the students are in school. Students can be suspended/expelled from school due to unsatisfactory behavior on the school bus. Discipline code should be cross referenced.

(cf. 5131 - Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General Statutes
10-186 Duties of local and regional boards of education re school attendance.
10-220 Duties of boards of education.
10-221 Boards of education to prescribe rules.
10-233c Suspension of pupils.

Adopted:

Last Reviewed / Revised: 5/14/12

Cross Reference: Policy No./Regulation:

Related Superintendent Procedure:

Legal Reference: