



BRIDGEPORT PUBLIC SCHOOLS

Code of Conduct & Responsibility

RISE TOGETHER!

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Code of Conduct & Responsibility

The Code of Conduct & Responsibility embodies the CASEL framework's principles, Restorative Practices, Positive Behavior Interventions and Supports (PBIS) and explicit SEL instruction. It is the belief of BPS that logical, progressive interventions and consequences provide students education with discipline so that students learn from mistakes and repair relationships.

The Bridgeport Board of Education is aligned with the Connecticut State Board of Education's position statement on [Reducing Disproportionality on Suspensions and Expulsions \(Exclusionary Discipline\)](#).

The Bridgeport Public Schools believes an effective approach to school discipline provides:

- Provide social, emotional, physical, academic, and mental health supports for success (2023)
- Opportunities of pro-social activities
- Comprehensive programs of prevention and intervention
- Experiences and strategies for restorative social emotional life skills
- Logical consequences and interventions paired with meaningful instruction and feedback offer student an opportunity to learn from their mistakes and contribute to the community
- Supports the use of alternative disciplinary restorative practices in lieu of suspensions

Students

- Support the educational process of all other students
- Engage in restorative dialogue with staff and peers
- Be on time and attend school every day because every day counts
- Dress according to the BOE policy
- Identify yourself and follow requests from school staff and security
- Respect the school and other's property

Parents/Guardians/Caretakers

- Review the Student Handbook and Code of Conduct & Responsibility
- Partner with staff and administration to support safe, welcoming, and inclusive schools
- Engage in restorative dialogue with staff and students

Staff

- Partner with families to support safe, welcoming, and inclusive schools
- Promote relationship and community building
- Support students in growing socially and academically
- Recognize that students are all at different developmental stages, regardless of grade level or age and that interventions and logical consequences may differ

Administration

- The Code of Conduct & Responsibility is to be implemented in a fair and equitable manner
- Promote a positive school climate and culture that is culturally responsive
- Model positive interactions and manners with all stakeholders
- Establish School Wide Expectations for common areas such as the hallways, cafeteria, bathrooms and playgrounds
- Adhere to district-wide policies, procedures, and process
- Recognize that students are all at different developmental stages, regardless of grade level or age and that interventions and logical consequences may differ

Progressive Discipline

Bridgeport Public Schools and the Connecticut State Department of Education recognize that students of different grades and ages are different developmental levels, thus behaviors will vary and may call for differentiated interventions. When considering logical consequences, restorative interventions, and progressive discipline, the following will be considered:

- Age
- Grade Level
- Developmental stage

In some cases, culture and communication must be considered when interpreting behaviors, especially in cases involving social situations that may be interpreted differently depending on a student's own racial, ethnic, language and cultural identity.

The Administrator or Designee has the authority to use his/her sole discretion to determine the level of consequence and the range of interventions. Progressive discipline should be considered to ensure...

Progressive Discipline considers:

- Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline
- Progressive discipline uses incremental interventions, whenever possible, to address inappropriate behavior, with the ultimate goal of teaching pro-social behavior
- Disciplinary responses are coupled, when appropriate with support and interventions

Decisions will be made based on the student's age and development, the level of the infraction, the severity of the offense, and its impact on the learning community.

Establishing a school-wide tiered framework of behavioral support and interventions is essential to implementing progressive discipline. The goals of these interventions are to foster resiliency, help students understand and follow expectations, and support them in developing social awareness and self-regulation skills. For a student with special education or disability-related needs, all approaches will be consistent with the Individualized Educational Plan (IEP) or 504 Student Accommodations and will be developed based on the student's individual needs and abilities.

Disciplinary Infractions and Interventions

The Code of Conduct & Responsibility outlines the behavioral expectations of the BPS and the logical disciplinary and restorative interventions when expectations are not met. The infractions are organized into four categories from minor disciplinary infractions to the most significant (Tier 1 to Major) and at times illegal. The BPS promotes disciplinary responses that refrain from interrupting a student's education to the greatest extent possible and those exclusionary practices such as suspension, referral to expulsion, and law enforcement are a last resort.

Tier 1 Infractions: These infractions are minor disruptive or harmful educational events and usually occur at the classroom level. These infractions generally are not malicious, safety risks, property damage, or harm oneself or others, physically, emotionally, socially or academically.

Tier 2 Infractions: These infractions are disruptive to the learning of others or the educational process. This tier of infractions has the potential of a safety risk, damage to property or harm to oneself or others, physically, emotionally, socially or academically. This may include repetitive Tier 1 infractions.

Tier 3 Infractions: These infractions are serious and disruptive to the learning environment of the classroom or school. These infractions may result in Out of School Suspensions up to 5 days. This includes repetitive Tier 1 and Tier 2 Infractions.

Major Infractions: These are detrimental to the safety, security, and well-being of others and seriously disruptive to the learning environment. These infractions may result in Out of School Suspensions up to 5 days for Prek-2 and up to 10 days in grades 3-12, or a referral to expulsion, and possible law enforcement involvement.

Types of Disciplinary Responses and Interventions		
	Restorative Interventions	Disciplinary Response
Tier 1 Disciplinary Infraction Responses Classroom Level	<ul style="list-style-type: none"> • Whole Class Reset • Planned Ignoring • Prompt (Verbal/Nonverbal) • Proximity • Re-teaching expectations • Private Teacher/Student Dialogue • Restorative Affirmative Statements • Mood Meter Check-in • Meta-Moment • Prompting a Coping Skills • Increase positive reinforcement • Informal Restorative Conference • Restorative Circle • Seat Change • Apology of Action (Written) • Reflection Sheet (Written) • Short term Counseling • Mediation with adult support at elementary level and with Social Justice Action Committee at high school • Referral to Support Services • Meeting with Restorative Facilitator 	<ul style="list-style-type: none"> • Teacher-Parent Communication • Loss of privileges for 1-3 days, including computer and online platforms • Teacher Detention • Student Success Behavior Contract at classroom level • In-class Calming Corner/ Reset Spot • Administrator meeting with student after 3 Tier 1 referrals
Tier 2 Disciplinary Infraction Administrative Level	<ul style="list-style-type: none"> • <i>Any Tier 1 Interventions</i> • Teacher/Parent/ Student Conference • Tier 2/ Check in/Check Out • Peer-Peer mediation • Referral to Community-Based Organization • Community Service with parental consent • Counseling 	<ul style="list-style-type: none"> • <i>Any Tier 1 Interventions</i> • Administrative notification of Parent/Guardian/Caregiver required • Out of Class Reset (90 minutes maximum) • Restitution under \$200 • Loss of privileges for 3-5 days including computer and online platforms • Administrator detention • Student Success Behavior Contract at school level • Reset Room-In School Suspension with Restorative reflection up to 1-5 days • Out of School suspension 1-3 days*

<p>Tier 3 Disciplinary Infraction</p> <p>Administrative Level</p>	<ul style="list-style-type: none"> • <i>Any Tier 1 or 2 Interventions</i> • Referral to Community-Based Organization such as social service, mental health agency, or drug and alcohol rehabilitation • Referral to a mentoring program • Referral to MTSS • Development or modification of a Functional Behavior Assessment (FBA) and a Behavior Intervention plan (BIP) 	<ul style="list-style-type: none"> • Administrative notification of Parent/Guardian/Caregiver required • Out of School suspension 3-5 days* • Restitution from \$200-\$500
<p>Major Disruptive or Harmful</p> <p>Disciplinary Infraction</p> <p>Administrative Level</p>	<ul style="list-style-type: none"> • <i>Any Tier 1 or 2 Interventions and Disciplinary response</i> 	<ul style="list-style-type: none"> • Administrative notification of Parent/Guardian/Caregiver required • Referral to Special Education or a PPT • Restitution from \$500 upwards • Out of School suspension 5-10 days* • Possible School Reassignment • Possible Emergency Removal from School • Possible Arrest or Referral to Local Law Enforcement • Possible Recommendation for Expulsion

***Note:** Out-of-school suspensions for preschool to grade 2 are only up to 5 days.

Out-of-school suspensions for grades 3-12 may be up to 10 days.

Infractions and Response Tiers

On the first instance of an inappropriate or disruptive behavior, one or more interventions from the lowest level indicator may be assigned.

The age, grade level and/or ability will be considered by administration when determining the logical consequence and intervention for the individual student.

Behavior	Tier 1	Tier 2	Tier 3	Major
Area Violation: Remaining or entering a classroom, a school building or grounds, or leaving school without permission or authorization	*	*		
Arson, False Alarms, Bomb Threats, Possession of flammables/explosives				*
Bullying (Refer to BOE policy series 5000)				*
Bus Disruptions <ul style="list-style-type: none"> • Minor- eating on the bus, loud music, standing, screaming • Major- throwing objects out windows, foul language, disrespecting driver 	*			
		*	*	
Cheating or Plagiarism	*	*		
Controlled Substance: Alcohol, drugs, paraphernalia <ul style="list-style-type: none"> • Under the influence, using or possession 			*	*
Controlled Substance: Alcohol, drugs, paraphernalia <ul style="list-style-type: none"> • Selling or Distributing 				*
Disrespect of Staff (Talking back, not following directions, refusing to participate)	*	*		
Disruption: Disrupting the educational process in an area other than a classroom	*	*		
Driving recklessly on school grounds and parking lots	*	*		
Fighting (applies to all parties involved) Pushing, shoving, hands-on, play “fighting”		*	*	
Fighting (applies to all parties involved) Punching, hair-pulling, injuries involved			*	*
Hazing (see BOE policy 5138.1)				*
Identification: Refusing to identify oneself to school personnel	*	*		
Improper use of school entrance, exit doors, propping or holding outside doors open	*	*		
Leaving the classroom without permission	*	*		
Leaving school building or grounds without permission	*	*		

Lying to avoid blame or responsibility	*	*		
Obscene, Vulgar language or gestures	*	*		
Physical Assault of another person, adult or student- Intentionally causing serious injury to another person				*
Slurs: Racial or other Discriminatory Slurs		*	*	*
Stealing school property or the property of others				*
Stealing by force of school property or the property of others				*
Sexual Assault				*
Sex-Based Harassment (Refer to BOE Policy Series 5000)				*
Technology: Improper Use of Technology/Cellphones/ Electronics/ Violating BPS Acceptable Use Policy while in school or attending any school-sponsored event or that disrupts the educational process		*	*	*
Threatening a staff member or student				*
Threatening behaviors against school, staff, or students in form of writings including emails, letters, lists.				*
Throwing objects, garbage, or food in the cafeteria or elsewhere, starting a food fight	*	*		
Uniform Violation	*	*		
Vandalism, Graffiti, & Property Damage <ul style="list-style-type: none"> Intentional damage or defacement of another’s person or School Property (less than \$200) Intentional damage or defacement of another’s person or School Property (\$200-\$500) Intentional damage or defacement of another’s person or School Property (\$500 or more) 	*			
		*	*	*
		*	*	*
Vaping/ E-Cigarette Device/ Smoking Possession or Use		*	*	*
Weapon: Possession of a weapon, firearm, knife, explosive or dangerous object that can be used to inflict harm on self or others				*

Considerations when administering Disciplinary Intervention

The behaviors listed above are not all inclusive or exhaustive.

BPS recognizes that each student is a unique individual and that every situation which requires disciplinary intervention has its own set of extenuating circumstances as well as language, cultural and developmental factors. All factors that may have affected the student's behavior will be considered before disciplinary intervention is determined.

For a student with disabilities, all approaches will be aligned with his/her IEP or 504 Student Accommodation Plan and will consider his/her unique needs and abilities

Students previously identified as having a disability under the IDEA and/or Section 504 of the Rehabilitation Act who engage in behavior that violates any rule of the Student Code of Conduct can be disciplined by suspension, transfer to an appropriate interim alternative education setting or other setting or expulsion as well as report to law enforcement if a crime is committed.

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

Suspensions and Expulsions

Disciplinary Absences

Absences resulting from school or district disciplinary response are excluded from these definitions.

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

Suspension

When a student is recommended for suspension, in school or out of school, appropriate notice will be provided to the parent/guardian/ caregiver. If a student is suspended, in or out of school, the student may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension or out of school suspension.

In-School Suspension

“In-Schools Suspension” means an exclusion from regular classroom activity for **no more than five consecutive school days**, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.

Suspension

“Suspension” means an exclusion from school privileges or from transportation services only, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

Out of School Suspension

An Out of School Suspension is the removal of a student from school grounds and all related activities for a period ranging from **1-5 days for grades Pre-K-2** and **1-10 school days** for grades 3-12.

Students in preschool to grade 2 can only receive out of school suspension if the administration determines at the suspension hearing the student’s conduct on school grounds is determined to be behavior that causes physical harm.

When the student returns to school, they will receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program or 504 plan.

A meeting may be convened by the school with a planning and placement team for the purposes of conducting an evaluation to determine whether the student requires special education or related services.

Crisis Intervention Team: Student Behavior Causing Disruption or Harm

A teacher may request a Crisis Intervention Team meeting if:

- A student's behavior caused serious disruption to the instruction of other students or
 - Caused self-harm or physical harm to the teacher or another student or staff member in the teacher's classroom
1. If a meeting is requested, the principal or other school administrator will notify the parent/guardian/ caregiver within 24 hours of the behavior occurring.
 2. The notification will include minimally the teacher whose classroom the behavior occurred in and that a CIT meeting is requested.
 3. The CIT will notify the parent/guardian/caregiver a written summary of the meeting in their language within 7 days.
 4. The summary of the meeting will include the resources and support identified for the student.

Procedures for In-School Suspension (ISS)

1. Unless an emergency exists, the student is given an informal hearing with administration where they will be informed of the reasons for disciplinary action and given the opportunity to explain the situation.
2. The Superintendent or the Designee will be informed of the suspension within 24 hours.
3. Students will be provided with schoolwork and given time to take assessments during the suspension.

Procedures for Out of School Suspension (OSS)

1. Unless an emergency exists, the student is given an informal hearing with administration where they will be informed of the reasons for disciplinary action and given the opportunity to explain the situation.
2. An out of school suspension is implemented if one or both of the following criteria of the actions are met:
 - a. CRITERION 1 – Endangerment to Persons/Property Student poses a danger to persons or property that exposes a pupil or property to damage or injury, peril, risk, hazard or any harmful situation, (e.g., violent crimes, weapons possession and drug distribution) that out-of-school suspension is warranted.
 - b. CRITERION 2 – Serious Disruption Student poses such a serious disruption to the educational process that causes a serious disorder, confusion, interruption, or impediment to the operation of a class, study hall, library, assembly, program, or other gathering involving pupils or staff members that out-of-school suspension is warranted.
3. The Superintendent or the Designee will be informed of the suspension within 24 hours.
4. Students may be provided with the opportunity to attend an Alternative Setting for the Out of School Suspension. In either case, the student will be provided with schoolwork and given time to take assessments during the suspension.

Expulsion

When a student is recommended for expulsion from school, appropriate notice of the expulsion process and hearing, as defined in 10-233d and 4-177 of the Connecticut General Statutes, must be given. Notification shall be in writing and given to the parents or guardian of the student ***at least 5 business days notice of the hearing, not including the day of the hearing, and include:***

1. Information concerning the parent's or guardian's and the pupil's legal rights
2. Information stating that an attorney or other advocate may represent any pupil subject to expulsion proceedings and information concerning legal services that may be available free of charge or at a reduced rate that are available locally and how to access such services.
3. The right that the parent or guardian of the pupil has to have the expulsion hearing postponed for up to one week to allow time to obtain representation.
4. A statement of the time, place, and nature of the hearing, of the legal authority and jurisdiction under which the hearing is to be held, a reference to the particular sections of the statutes and regulations involved and a short and plain statement of the allegation leading to the expulsion hearing.

Procedures for Expulsion

A student may be expelled only after a hearing before the Board of Education or its Hearing Officer. The Superintendent or his/her designee must concur in any referral for expulsion. A student may be excluded from school pending the hearing provided the procedures for a suspension have been followed. However, in accordance with Connecticut General Statutes, such a suspension may last no more than 5 days for grades Pre-K-2 and 10 school days for grades 3-12.

The Student Handbook establishes that the Board of Education or its Hearing Officer will conduct an expulsion hearing within 10 days after receiving the referral for expulsion. If this schedule is followed, there should rarely be a case where a student who has been suspended pending an expulsion hearing may return to the school before the expulsion hearing is held. For more on the expulsion process, go to: [expulsion_family_guide.pdf \(ct.gov\)](#)

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

Note: A manifestation determination meeting will need to be held prior to the expulsion hearing for any student who has an Individualized Education Plan (IEP) or a 504 plan.

Mandatory Expulsion: Drug Offenses and Weapons

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

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

Appeal Process

As a first step in restoring the community, students and parents are encouraged to contact and restoratively discuss their concerns with the person(s) involved before proceeding with the formal appeal process.

If an agreement or understanding cannot be achieved, the appeal process may be used to address any situation occurring with the operation or normal procedures of the school which causes the student/parent/ guardian/ caregiver to believe wrong has occurred.

A parent/guardian/caregiver or student may initiate the appeal proceedings when either the parent/guardian/caregiver believes that a violation or misapplication of the Student Handbook or Code of Conduct and Responsibilities or BOE policy has occurred.

It is the policy of the BPS that all students and/or parents/guardians/caregivers shall have the right to appeal disciplinary actions arising within their status as a student and parent/guardian/caregiver and are encouraged to exercise this right without fear of recrimination. To ensure swift resolution and prompt attention to each problem, time limits have been established. If parents and students do not meet timelines in the process, the appeal shall be considered settled and no longer open.

Please note that Sex-Based Harassment Appeal follows all state and federal regulations and may be different than disciplinary action appeals.

Step 1: Administrator Conference

1. A written request within 30 days to the building level administrator for a conference to discuss the complaint and seek a resolution.
2. The written request should include a statement describing the complaint, the specific policy, rule, or law believed to be violated.
3. A conference will be held within 5 days following receipt of the written request in which the parent, guardian or someone acting *in loco parentis* may attend or represent the student.
4. The building level administrator will answer in writing his or her position to the parent/guardian/caregiver within 5 school days following the conference
5. The student's placement/program will remain unchanged pending the outcome of the appeal.

Step 2: Appeal to the Superintendent's Designee (Assistant Superintendent or Executive Director)

If the appeal is not resolved at Step 1:

1. The student, or parent/guardian/caregiver may appeal the building level administrator's decision in writing to the appropriate Assistant Superintendent/ Executive Director or Designee.
2. The appeal must be received within 5 school days following receipt of the building administrator's written position from Step 1.
3. The Assistant Superintendent/ Executive Director or Designee will review the appeal within 5 school days following receiving the appeal.
4. A written response will be sent to the student, or parent/guardian/caregiver and the administrator from the Assistant Superintendent/Executive Director or Designee within 10 school days following the Assistant Superintendent/Executive Director or Designee's review.

Step 3: Appeal to the Superintendent of Schools or Deputy Superintendent of Schools

If the appeal is not resolved at Step 2:

1. The student, or parent/guardian/caregiver may appeal the Assistant Superintendent/ Executive Director or Designee's decision in writing to the Superintendent of Schools.
2. The appeal must be received within 5 school days following receipt of the Assistant Superintendent/ Executive Director or Designee's written position from Step 2.
3. The Superintendent or Designee shall review the appeal within 5 school days following receiving the appeal.
4. A written response will be sent to the student, or parent/guardian/caregiver and the administrator from the Superintendent or Designee within 10 school days following the Superintendent or Designee's review.

Step 4: Appeal to the Board of Education

If the appeal is not resolved at Step 3:

1. The student, or parent/guardian/caregiver may appeal the Superintendent or Designee's decision in writing to the Board of Education.
2. The appeal must be received within 10 school days following receipt of the Superintendent or Designee's decision from Step 3.
3. The Board of Education's decision shall be determined as final.

APPENDIX A: Glossary of Terms

For the purpose of understanding and implementing the Code of Conduct & Responsibility, the Student Handbook, policy and administrative regulations the following terms are defined:

Administrator or Designee: an employee of the Board of Education holding an intermediate administrator’s certificate. Designee: Any employee of the Board of Education acting in place of an administrator

Arson: Intentional attempt or act of starting a fire or explosion in a school, on school property, or a school bus or BOE vehicle

AUP: Acceptable Use Policy (See Technology Inappropriate Use for more information)

BOE: Board of Education

BPS: Bridgeport Public Schools

Bullying: “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance

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

Check-in/Check-Out (CICO): Check-In/Check-Out provides opportunities for daily communication between a student and the teachers and between the school and parents which supports students who need extra support with their behavior. CICO provides reinforcement and positive attention from adults.

Confiscation: when there are reasonable grounds to believe that a student is in possession of drugs, there is an obligation on the part of school personnel to search for and seize such drugs. Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student’s voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs will be turned over to the police as soon as possible, certainly within three (3) days in accordance with Connecticut General Statutes § 10-154 (c).

Controlled Substance: a substance or drug or immediate precursor identified under schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations pursuant to Section 21a-243 of the Connecticut General Statutes

Cyberbullying: any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication

Dangerous Instrument: any instrument, article or substance, which under the circumstances is used or attempted or threatened to be used, can cause death or serious physical injury and includes a “vehicle” and a dog that has been commanded to attack

Deadly Weapon: any weapon, whether loaded or unloaded, from which a shot may be discharged or a switchblade knife, gravity knife, billy club, blackjack, bludgeon or metal knuckles

Disciplinary Response: the result or outcome of a student’s choices and the response of a logical consequence when established expectations, procedures and/or policies have not been met or followed

Distribution: to give possession of a drug to another person whether or not for compensation

Drugs: any alcoholic beverage, controlled substance, illegal substance or prescribed medication for which the student does not have a prescription from a licensed physician or dentist.

Drug Paraphernalia: any object or device used, intended for use or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substances into the human body, (e.g. razor blades, bongs, pipes, roach clips, tobacco rolling papers) or any object or container used, intended for use or designed for use in storing, concealing or distributing controlled substance

Emergency Suspension: exclusion from school attendance and privileges for as long as the emergency exists, but no more than three (3) consecutive school days. An emergency shall mean a situation where the continued presence of the student in school poses a danger to persons/property or such a disruption of the educational process that a hearing cannot be effectively held prior to excluding the student from school

Expulsion: exclusion from school attendance and privileges for more than ten (10) consecutive school days. Refer to Bridgeport Public Schools Policy No. 5131

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

Firearm: any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer or any destructive

device, including any explosive, incendiary, poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one quarter (1/4) ounce, a mine or similar device or any weapon that will or may be converted to more than a half inch (1/2") in diameter

Hearing (Administrative): a meeting with a school administrator where charges are made and an opportunity for explanation provided

Hearing before the Board of Education: such a hearing is usually for consideration of a recommendation for expulsion of a student (see Connecticut General Statutes § 10-233d)

High School Social Justice Action Committee: A group of students at the high school level trained in Restorative Practices that would provide peer-to-peer intervention to address low level disciplinary issues and provide alternatives to in school suspensions and other exclusionary practices.

Holding: carrying or storing a prohibited object or substance on or in students' body, clothing, hat, purse, wallet, handbag, carrying case of any type, locker, desk, chair, automobile, bicycle, motorcycle, book, tablet, pen or pencil or in any way or manner whatsoever holding, carrying or storing a prohibited object or substance

In-School Suspension: procedure in which the assigned student spends the full day in a reset area away from the regularly scheduled classes. During this time out of class, students will be properly supervised, provided reflection time about incidents and complete classwork and assignments. Please refer to Public Act 10-111 and General Statute Section 1-233C.

In-School Program: any developed program, as established by the school or the district, to provide restorative practices and counseling to students in need of social, emotional, or behavioral interventions.

Interventions: strategies provided to students intended to produce positive change in behavior

Law Enforcement Authorities: any legally constituted local, state or federal agency authorized to enforce the law of the community, state or federal government

Martial Arts Weapon: a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star

Meta-Moment: a moment or pause to manage an emotional response when triggered.

Mood-Meter: a tool to increase self and social awareness through reflection and self-reporting of current mood, feelings, or emotions.

Multiple Referrals: When behaviors or disciplinary infraction continue to occur after Tier 1 or Tier 2 interventions, it may have the potential to be progressively more serious and/or problematic warranting

a higher level of intervention. In alignment with progressive discipline and logical consequences, students will receive increasing support and disciplinary responses for infractions even if they are at Tier 1 or Tier 2.

Out-of-School Suspension: exclusion from school attendance and privileges for a definite period not to exceed five (5) days in Pre-K-2 grade and ten (10) consecutive school days in grades 3-12. Each day of suspension shall be considered a full day of excused absence

PBIS: Positive Behavior Interventions and Supports is a school-wide systems approach to discipline problems that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance. PBIS consists of Scientific Research-Based Interventions. www.pbis.org

Possession: any possession which is unlawful (of a controlled substance, illegal drug or alcohol) under Connecticut State Law, (e.g., holding or having on one's person or belongings the like or any drug or alcoholic beverage, which includes one's automobile, locker, backpack, carry case of any type, in students' body, clothing, hat, purse, wallet, handbag, desk, chair, bicycle, motorcycle, book, tablet, pen or pencil or in any way or manner whatsoever holding, carrying or storing a prohibited object or substance).

Possession with the Intent to Sell: any unauthorized possession of a controlled substance, illegal drug or alcohol is covered under this infraction. Possession alone is a Major Offense and may be subject to expulsion. Administrators may also consider a referral to the Juvenile Review Board (JRB) or community-based organization for drug or alcohol rehabilitation as a diversionary intervention.

Possession of a Dangerous Weapon or Object: any Firearm, Knife, Explosive or Other Dangerous Object Any weapon or dangerous instrument found in a student's possession or brought onto the school's premises, on school buses, at any school-sponsored activity, on or off school premises, will result in an automatic ten (10) day suspension and mandatory referral for expulsion

Principal: also referred to as the administrator who is responsible for the building, staff, students, and/or school related activities

Restitution: Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities, i.e. bathrooms, lockers, desks, etc. – damage or loss of school textbooks materials, and supplies for which student and parents are responsible; or damage to personal property of school employees or students. Such matters may be referred to the police or other legal authority for further action if necessary.

Restorative Practices: means practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and

(C) ensuring each such student has a role in repairing relationships and reintegrating into the school community

Sexual Assault: sexual assault is an assault of a sexual nature on another person, or any sexual act committed without consent. Refer to Connecticut state statute sec. 53a70, 53a-71, 52a-72a, and 53a-73a. See Student/Staff Sexual Harassment (Sex-Based Harassment) Policy

Social Service Agencies: local, state or private agencies/providers that provide counseling and other supportive services to individuals

Social Emotional Learning: means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Student Success Behavior Contracts: The student may be asked to enter into a Student Success Contract to ensure the student's continued success at the school. In a Student Success Contract,

- Student commits to more positive behavior in the form of a written contract
- Student may be assigned school or community service;
- In the classroom, the teacher will design the contract with the student and inform the parent.
- At the school level, the principal or designee will determine terms of the contract

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

Teen Dating Violence: any act of physical, emotional, or sexual abuse, including stalking, harassment, threats, that occur between students who are currently or previously in dating or in a physical relationship

UEA: unexcused absence. Please refer to Attendance Policy.

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

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

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

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