



# BRIDGEPORT PUBLIC SCHOOLS

## Student Handbook

# RIISING TOGETHER!

*Bridgeport Public Schools envisions a culturally responsive, high-performing learning environment where students thrive academically, socially, emotionally and civically.*

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

The Bridgeport Public Schools prohibits sex discrimination in any educational program or activity that it operates. Individuals are encouraged to report concerns or questions to the Title IX Coordinator. The notice of non-discrimination is [LOCATED HERE](#).

Inquiries about Title IX may be referred to Bridgeport Public Schools' Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

Any individual may make a report of sex and sex-based discrimination and/or sexual and sex-based harassment to the Title IX Coordinator using any one or multiple of the following points of contact:

Dr. Janene Hawkins: Chief Human Resource Officer

Bridgeport Public Schools

45 Lyon Terrace – Room 324

Bridgeport, CT 06604

203-275-1042

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Board of Education Mission

***We model excellence and equity in education for every child at every level by focusing on quality instruction and providing efficient systems and structures in schools to sustain a culture committed to success.***

Philosophy

***Bridgeport Public Schools envisions a culturally responsive, high-performing learning environment where students thrive academically, socially, emotionally and civically.***

## Message from the Superintendent

Dear Families,

On behalf of everyone of Bridgeport Public Schools, I want to welcome each of you to the District. We envision a culturally responsive, high-performing learning District where students thrive academically, socially, emotionally and civically.

With nearly 20,000 students in our District in grades PreK through twelve throughout 39 schools, we take pride in our multicultural and multilingual student body and staff, with 70 languages spoken throughout our District. We model excellence and equity in education for every child at every level by focusing on quality instruction and providing efficient systems and structures in schools to sustain a culture committed to success.

Together, we seek to:

- Address student learning needs, providing excellent instruction to not only students, but to their teachers so that they can provide culturally responsive instruction, ensuring equitable access to instruction to all learners.
- Optimize operational efficiency, aligning our future budgets with key instructional components
- Provide physically, mentally and emotionally safe learning environments for all students so they can focus on learning
- Promote a school culture anchored in diversity, equity, inclusion and belonging for all students and staff.

These goals were made to be executed each day in each school throughout our District. These values give us direction as we carry out the mission of Bridgeport Public Schools.

It is my pleasure to present to you this student handbook, which will help students, and their families get familiar with important information about their schools, the District, and everyone in our community of schools. Our expectation is that you will read and follow the policies presented in this handbook. The District reserves the right to change and update parts of this handbook and any other documents that are required throughout the school year at the District's discretion.

Please feel free to contact me if you have recommendations on how to improve our policies.

Sincerely,



Carmela Levy-David

Superintendent

### Purpose of the Student Handbook and Code of Conduct & Responsibility

All students are required to be respectful and responsible of all policies, procedures and responsibilities of the Student Handbook:

- before, during and after school.
- on school grounds and at school-related activities on or off school grounds.
- while traveling to and from school
- while awaiting transportation or traveling on a school bus or other form of school provided transportation in route to or from the school for a school- sponsored activity.
- off school grounds and during non-school time when the conduct is violating publicized policy of the Board of Education and the return of the student(s) committing the offense would contribute to a disruptive effect in the school and its educational process. These acts must be of a serious nature, *e.g., dangerous weapon offenses, drug offenses or crimes accompanied by violent conduct such as robbery or sexual offenses.*

The success of school discipline depends upon shared responsibility among home, school and community. As our partners in education parents/guardians and community members should be familiar with and understand the Code of Conduct & Responsibility.

### Review of the Student Handbook and Code of Conduct & Responsibility

It is important that students, parents, teachers, administrators, and district staff read, understand and discuss the Student Handbook and Code of Conduct & Responsibility.

School staff will spend time at the start of the school year reviewing the handbook and Code of Conduct & Responsibility with students in their classrooms. Presentations on Safe Schools, Bullying, and Sex-Based Discrimination will be provided as well.

As learning partners, parents/caregivers/guardians are asked to review the handbook and have discussions with students about the importance of school attendance, upholding the Code of Conduct & Responsibility, and logical consequences.

Parents/Caregivers/Guardians and students will be asked to sign an acknowledgment of the Handbook and the Code of Conduct & Responsibility.

### Annual Notification of Parental Rights Related to School Records

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

1. The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will arrange access and notify the parents or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violates the student's privacy rights.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write the Custodian of Records, Frances Aponte, 45 Lyon Terrace Rm. #330, Bridgeport, Connecticut 06604 clearly identifying the part of the record the parents or eligible student want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

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

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

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

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

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605 2

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

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



# Parent Bill of Rights

## for English Learners/Multilingual Learners

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Pursuant to [P.A.23-150 Section 17](#) the State Board of Education shall draft a written bill of rights for parents or guardians of students who are multilingual learners to guarantee that the rights of such parents and students are adequately safeguarded and protected in the provision of bilingual education under chapter 164 of the general statutes, and the sharing of this bill of rights in the dominant language of the parents or guardians.

This means that, according to P.A.23-150 Section 17, the State Board of Education will create a clear list of rights for parents or guardians of students who are learning multiple languages. This list will make sure that the rights of these parents and students are kept safe and protected when they get bilingual education as described in Chapter 164 of the general laws. The list of rights will be given to parents or guardians in the language they understand the best.

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education providing a program of bilingual education or English as a new language shall:

1. provide the parents and guardians of eligible students with a copy of the multilingual learner bill of rights in the dominant language of such parents and guardians, and
2. make such copies of the multilingual learner bill of rights available on the Internet web site of such board.

This means that starting on July 1, 2024, and in the years following, every local and regional board of education that offers bilingual education or English as a new language program must:

1. Give the parents and guardians of eligible students a copy of the multilingual learner bill of rights in the language they understand best.
2. Make this multilingual learner bill of rights available on the board's website.

### These are the declarations of the English Learner/Multilingual Learner Bill of Rights

1. The right of an English learner/multilingual learner student to attend a public school in the state regardless of such student's immigration status or the immigration status of such student's parent or guardian.

This means that an English learner or someone who speaks multiple languages has the right to go to a public school in the state, even if that student or their parents/guardians are immigrants.

2. The right of a parent or guardian of an English learner/multilingual learner student to enroll such student in a public school without being required to submit immigration documentation, including, but not limited to, a Social Security number, visa documentation or proof of citizenship.

This means a parent or guardian of a student who is learning English or speaks multiple languages can sign up their child for a public school without having to provide any immigration documents like a Social Security number, visa papers, or proof of being a citizen.

3. The right of an English learner/multilingual learner student to have translation services provided (A) by an interpreter who is present in person or available by telephone or through an online technology platform, or (B) through an Internet web site or other electronic application approved by the State Board of Education, during critical interactions with teachers and administrators, including, but not limited to, parent teacher conferences, meetings with administrators of the school in which such student is attending, and at properly noticed regular or special meetings of the board of education or scheduled meetings with a member or members of the board of education responsible for educating such student, in accordance with section 18 of this act.

This means an English learner/multilingual learner has the right to get help with translation during important meetings involving students' education. This help can come from an interpreter in person, on the phone, or through a computer. It's for important talks with teachers and school leaders, like parent-teacher meetings or meetings with the school's administrators. This is according to a specific section of a law called section 18 of this act.

## 2 Parent Bill of Rights for English Learners/Multilingual Learners

4. The right of an English learner/multilingual learner student to participate in a program of bilingual education offered by the local or regional board of education when there are twenty or more eligible students classified as dominant in a language, other than English, as such student, in accordance with the provisions of section 10-17f of the general statutes.

This means an English learner/multilingual learner has the right to join a bilingual education program if one is required at the school. This is based on the rules in section 10-17f of the general statutes.
5. The right of a parent or guardian of an English Learner/multilingual learner student to receive written notice, in both English and the dominant language of such parent or guardian, that such student is eligible to participate in a program of bilingual education or English as a new language program offered by the local or regional board of education.

This means a parent or guardian of a student who is learning English or speaks multiple languages has the right to get a written notice in both English and the language they are best at to tell them that their child can join a bilingual education or English as a new language program offered by the district.
6. The right of an English learner/multilingual learner student and the parent or guardian of such student to receive a high-quality orientation session, in the dominant language of such student and parent or guardian, from the local or regional board of education that provides information relating to state standards, tests and expectations at the school for English learner/multilingual learner students, as well as the goals and requirements for programs of bilingual education and English as a new language, prior to participation in such program of bilingual education or English as a new language.

This means English learner students and their parents or guardians have the right to attend a helpful meeting in their best language. This meeting will be organized by the local school board and will give them information about state standards, tests, and what's expected in the school for students learning English or speaking multiple languages. They will also learn about the goals and rules for bilingual education and English as a new language programs before joining these programs.
7. The right of the parent or guardian of an English learner/multilingual learner student to receive information about the progress of such student's English language development and acquisition.

This means that a parent or guardian of a student who is learning English or speaks multiple languages has the right to get updates and information about how well their child is doing in improving their English language skills.
8. The right of an English learner/multilingual learner student and the parent or guardian of such student to meet with school personnel to discuss such student's English language development and acquisition.

This means that students who are learning English or speak multiple languages and their parents or guardians have the right to meet with school staff about how well the student is learning English and improving their language skills.
9. The right of an English learner/multilingual learner student to be placed in a program of bilingual education or English as a new language, if offered by the local or regional board of education.

This means an English learner/multilingual learner has the right to join a bilingual education or English as a new language program if the local school board offers it.
10. The right of an English learner/multilingual learner student to have equal access to all grade-level school programming.

This means an English learner/multilingual learner has the right to get the same opportunities to take part in all school activities for their grade level.
11. The right of an English learner/multilingual learner student to have equal access to all core grade-level subject matter.

This means an English learner/multilingual learner has the right to learn all the important subjects at their grade level, just like other students.
12. The right of an English learner/multilingual learner student to receive annual language proficiency testing.

This means an English learner or someone who speaks multiple languages has the right to take a language test every year to see how well they are doing in their language skills.

### 3 Parent Bill of Rights for English Learners/Multilingual Learners

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13. The right of an English learner/multilingual learner student to receive support services aligned with any intervention plan that the school or school district provides to all students.

This means that an English learner/multilingual learner has the right to get extra help (through intervention) that matches the plan the school or school district uses to assist all students.

14. The right of an English learner/multilingual learner student to be continuously and annually enrolled in a program of bilingual education or English as a new language while such student remains an eligible student, as defined in section 10-17e of the general statutes.

This means an English learner or someone who speaks multiple languages can stay in a bilingual education or English as a new language program every year as long as they are still eligible, as explained in section 10-17e of the general statutes.

15. The right of a parent or guardian of an English learner/multilingual learner student to contact the Department of Education with any questions or concerns regarding such student's right to receive multilingual learner services or accommodations available to such student or parent or guardian, including information regarding any recourse for failure of the board of education to provide or ensure such services or accommodations.

This means a parent or guardian of an English learner or a student who speaks multiple languages can reach out to the Department of Education if they have questions or concerns about their child's right to get services or help for language learning. This includes finding out what they can do if the school board doesn't provide the services or help they should.

# Creating Safe, Inclusive, Supportive and Fair Schools

## Positive School Climate and Culture

The Bridgeport Public School System (BPS)'s mission is to provide all students with a positive, welcoming, inclusive and safe school environment at all grade levels.

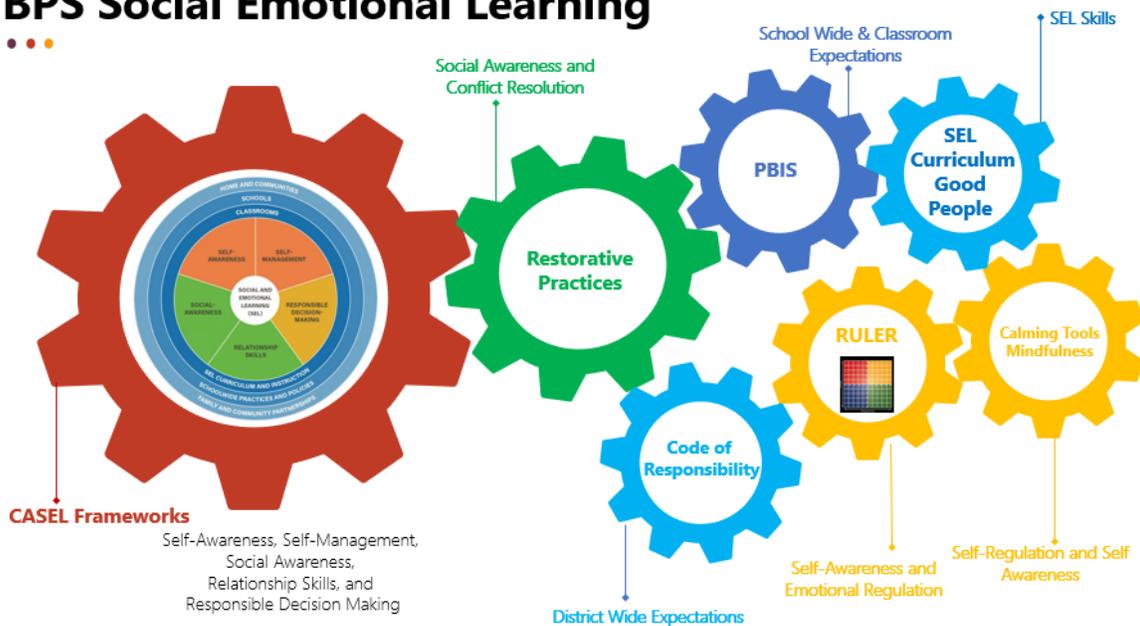
The Department of Education defines a safe school as one that:

1. Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment
2. Support the social, emotional, physical, and mental health needs of all students
3. Ensure the fair administration of student discipline in ways that treat students with dignity and respect

## Social-Emotional Learning

Social-Emotional Learning (SEL) is a foundational component of a school's program of universal prevention for all students. Providing a range of positive behavioral supports and meaningful opportunities for social-emotional learning fosters resiliency. Effective social emotional learning helps students develop fundamental life skills, including recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. When students develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors and are less likely to engage in misconduct.

## **BPS Social Emotional Learning**

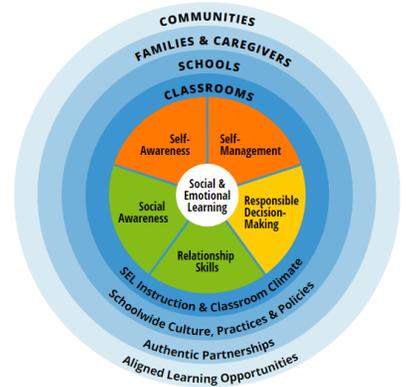


**CASEL Framework**

The Bridgeport Public Schools will utilize resources from the Collaborative for Academic, Social, and Emotional Learning (CASEL) for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The CASEL Framework includes five core areas:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship skills
5. Responsible Decision-making



The CASEL 5 Framework can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts.

**Restorative Mindset**

Disciplinary responses aligned with Restorative Practices provides schools and building leaders with approaches to address social and behavioral situations through a consistent, and equitable framework. The purpose in all cases is to restore a sense of safety, belonging, and community for all parties. Restorative practices increase dialogue between students and adults increasing social awareness and conflict resolution.

<b>Traditional Approach</b>	<b>Restorative Approach</b>
<i>The focus is on:</i>	<i>The focus is on:</i>
Rule-breaking	Who has been harmed and how
Establish guilt or innocence	Address student’s needs
Use of punishment such as time-out or removal from class to motivate positive behavior.	Positive behavior results from the opportunity to make amends and re-enter the class.
Accountability equals punishment	Accountability equals understanding the impact of behavior, taking responsibility, and suggesting ways to repair the harm.

**Logical Consequences**

Logical consequence connects the student’s behavior to the action taken and how it has impacted others. The consequence provided to the student should align with their actions.

### School Wide Expectations

Schoolwide expectations explicitly explain to students the social, emotional, and behavioral skills expected of adults and students in the school and on school grounds. The schoolwide expectations are explained at the start of the school year, focusing on the school's values and behaviors in the hallways, cafeteria, bathrooms, playgrounds, and classrooms.

### SEL Curriculum

*The Good People Curriculum* is a Social Emotional Learning Curriculum for grades K-8<sup>th</sup> grade. A SEL period will be incorporated into the school day on Tuesdays and Thursdays for K-6 and every day for 7<sup>th</sup> and 8<sup>th</sup> graders. The curriculum will incorporate learning expectations, making good choices, how to regulate our emotions, awareness of others and their needs, and relationship skills.

At the high school level, a High School Social Justice Action Committee works with students and staff on SEL and Restorative Practices.

### Calming Tools and Mindfulness

Calming tools are strategies that assist students at any grade level recognize emotions and self-regulate in a healthy manner.

## Chronic Absenteeism, Attendance and Truancy

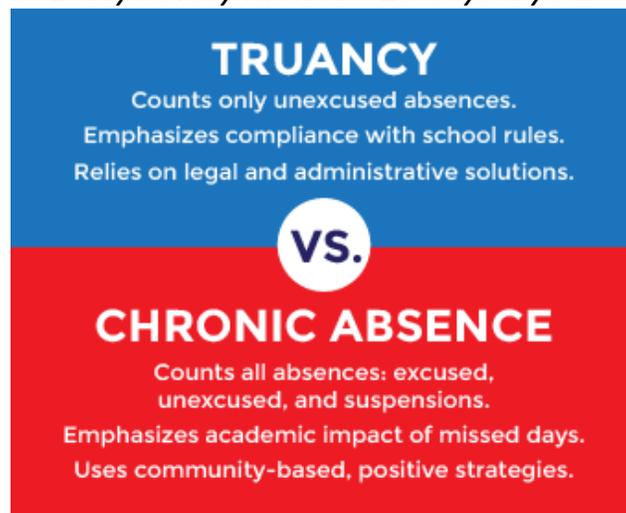
The Bridgeport Board of Education is committed to working with students and their families to promote regular attendance, which in turn, encourages personal growth by preparing the student to accept similar responsibilities in the world outside of the school setting. The attendance regulations are designed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

### Chronic Absenteeism vs. Truancy

*Chronic absenteeism is defined as missing 10% or more of the school year for any reason, including excused, unexcused, and out of school suspensions.*

*10% of the school year = 18 days a year*

*2 days every month = 18 days a year*



### Learner Engagement and Attendance Program (LEAP)

LEAP Bridgeport is a program that works to build and strengthen the relationship between families and schools while working to reduce both academic and non-academic barriers to student learning and engagement.

LEAP works to improve school attendance for chronically absent students and their families through scheduled relationship focused visitations at home or another community location, and to help provide support and services.

LEAP Visitors are school and community members that help identify attendance barriers and create and monitor success plans to get students back to school and reconnect to the school community.

### **Daily Attendance Procedures**

1. Students who are tardy 10 minutes after the official start of school time must first report to the main office to sign in and receive a pass to class.
2. If a student is 45 minutes late for school, a parent, guardian, or caregiver must accompany the student, send a written note, or call the school.
3. Students who are tardy must follow school established procedures to enter the building.
4. Parents, Guardians and Caregivers should call the main office by 10 am if a student is going to be absent for the day.
5. If there is no notification, the school will make a reasonable attempt by phone to contact the parent, guardian or caregiver at home or work about the absence.
6. When returning to school, a written note must be submitted, signed by the parent, guardian, or caregiver. A parent may come in to speak to an authorized school staff member or the School Nurse may speak with the parent, guardian, or caregiver. The following information will be need according to the state:

Parent or Guardian Note	In-Person Explanation from Parent or Guardian to an Authorized School Staff Member	School Nurse Evaluation (either in person or telephone consultation)
Dates of absence	Dates of absence	Dates of absence
Reason for absence	Reason for absence parent or guardian reports	Reason for absence
Signature of parent or guardian	Name of parent or guardian reporting the absence	Date and location of the consultation
	Date and location of the report by parent or guardian	Type of the consultation (i.e., did they see the student themselves or speak to a parent about the student)
	Signature of staff member receiving report	Signature of school nurse

7. Text messaging does not meet the level of security needed and is not an acceptable form of an absence note.
8. Without a note or in-person explanation, the absence will become unexcused. Notification must be within ten (10) school days from the student’s return to be considered excused.

**Excused Absences**

A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten (10) school days of the student’s return to school or in accordance with [Section 10-198b](#) of the Connecticut General Statutes and meets the following criteria:

- Absences one (1) through nine (9), are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation.
  - Emailing a scanned image of an absence note is acceptable
  - An absence note in the parent’s proficient language must be accepted
  - A verbal report of an absence from a parent not proficient in writing in any language must be accepted.

- For the tenth (10) absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
  - A student’s illness (Note: all student absences due to illness must be verified by an appropriately licensed medical professional to be deemed excused regardless of the length of absence)
  - [Mental Health Wellness Day](#) (Note: students enrolled in kindergarten through Grade 12 can be absent from school for up to two mental health wellness days during the school year). The two mental health wellness days may not be taken consecutively. Parents/guardian must approve absences and submit appropriate documentation.)
  - A student’s observance of a religious holiday
  - A death in the student’s family or other emergency beyond the control of the student’s family
  - A mandated court appearance (additional documentation required)
  - The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason)
  - Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

**Unexcused Absences**

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

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

**Tardiness**

Being on time for school is important to learning and routines. BPS believe the most effective way to change behavior is to increase dialogue, re-teach and reinforce expectations like coming to school on time. The following procedures and guidelines have been developed to support parents and students to get to school on time.

**Tardiness to school**

- Interventions such as referral to the school counselor or social worker, before school tutoring or mentoring
- Continued tardiness to school could lead to a referral to the SRBI team.

**Tardiness to class for Middle and High School**

- If a student is tardy three (3) times to an individual class during the marking period, it may result in the student's referral to the administration for further dialogue and intervention.
- Any student entering class unexcused, missing 20% of the scheduled class time will be marked as cut.
- Each marking period is to be considered a separate entity.

### **Early Dismissal Procedures**

Parents, Guardians, and Caregivers should make every effort to schedule appointments for students after school hours.

- If a student needs to leave school early, written notification to the main office must be received and approved by an administrator.

### **Truancy**

Truancy means a child ages 5 to 18 who is enrolled in BPS and has 4 unexcused absences from school in any 30-day period or 10 unexcused absences from school in a year.

Habitual Truancy is any child who has 20 unexcused absences within a school year.

### **Make-up Work**

If a student is absent from school, two weeks will be provided for the all-missing work to be completed. Upon returning to school, the student should speak with the teacher about what work, homework, or classwork, is mandatory for make-up.

If a student is suspended or expelled, classwork and homework will be provided by the teacher or teachers for completion during the suspension or expulsion.

## Board of Education Policies and Procedures

### Bullying

Bullying behavior and teen dating violence by any student in the Bridgeport Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Students who engage in bullying shall be subject to school disciplinary measures, up to and including expulsion, in accordance with this handbook on student responsibility, suspension and expulsion, BOE policy, and consistent with state and federal law.

For the purpose of this policy “Bullying” is:

**defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending school in the same 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:**

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property

Bullying shall include, but not be limited to:

1. Repeated written, verbal, or electronic communication (i.e., text messages, apps, email, etc.)
2. A physical act or gesture based on any actual or perceived difference such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental, or sensory disability
3. Association with an individual or group who has or is perceived to have one or more of such characteristics.

Bridgeport Public Schools expressly prohibits any form of bullying behavior:

- On school grounds
- At a school-sponsored or school-related activity, event, or program whether on or off school grounds
- At a school bus stop, on the school bus, or other BOE vehicle
- Through the use of electronic or mobile electronic devices, owned or leased or used by the BOE
- Through the use of personal electronic devices, such as cellphones, during school hours

Cyberbullying means any act of bullying through the use of the internet, interactive and digital technologies such as gaming systems, smart or cellular phones, or other mobile electronic devices or communication.

***Please refer to Policy 5142 for the full Bullying Policy. Please be advised that policy and procedures may be updated during the school year as per BOE policy changes or state legislation.***

### Cellphones and Electronics

- Cellphones or mobile devices are not permitted during school hours for non-academic purposes.

- Administrators can confiscate and return devices at the end of the day.
- Administration will provide verbal warning and parent notification that repeated offenses will result in the device being confiscated for one month's time.

### Skipping Class

- Students are to be present in scheduled classes when in the school building
- A class cut is an equal to an unexcused absence for that class
- Any 3 or more-class skipped in a marking period will be reported to administration

### Drugs and Alcohol

- Student who is in possession of a controlled substance such as edibles, vaping paraphernalia, alcohol, or other contraband will be referred to appropriate social service agency when drugs and/or alcohol are involved.
- When possible, a cessation program and drug/alcohol counseling will be offered to the student. Enrollment in the program may, at the administrator's discretion, lessen the length of suspension or other disciplinary actions.
- A student who is in possession of a controlled substance such as edibles, vaping paraphernalia, alcohol, or other contraband, with the intent to sell is subject to mandatory referral for expulsion.
- A student will be referred to law enforcement in alignment with the Memorandum of Agreement.

### Hazing

Hazing is defined as any form or type of physical, verbal, and/or emotional mistreatment, abuse, and/or harassment of a student in connection with a student's participation in or membership of 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 of any type is prohibited whether it occurs during, prior to or after the season or school day
- Hazing is inconsistent with the social, emotional, academic, and safety goals of the school district and therefore regarded as a disciplinary offense according to BOE policy and this Student Code of Conduct & Responsibility and Handbook
- Students who engage in Hazing activities are subject to disciplinary measures and
- Hazing activities and participation in Hazing may constitute a violation of the Connecticut Criminal Statutes as a form of assault and the student may be liable for arrest and prosecution as well as civil liability

### Hazing Reporting Procedures

***Please refer to Board Policy 5138.1 Series for the full Hazing Policy. Please be advised that policy and procedures may be updated during the course of a school year as per BOE policy changes or state legislation.***

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

### **School District Action**

1. Upon receipt of a complaint or report of hazing, the school district shall immediately investigate.
2. Upon completion of the investigation, the school district will take appropriate action, if warranted, in accordance with the Bridgeport School District's Code of Conduct and/or District policies and/or procedures, and/or state or federal law.

### Lockers

- All lockers are the property of the Bridgeport Board of Education and therefore subject of search
- As school property, there is no expectation of privacy in relation to the contents of the school provided locker
- Lockers are considered a student privilege and can be revoked at any time
- If your school uses school issued locks, the school issued lock is the only lock allowed on lockers. All other locks can be cut off.

### ***School-issued Locks***

- School issued locks are the property of the Board of Education and can be opened or removed at any time according to this handbook and Code of Conduct & Responsibility.

### ***Personal Locks***

- In schools where students or parents/guardians/caretakers supply their own lock, the locker remains the school's property and is subject to search of contents in accordance with this policy. A student owned lock does not create any reasonable expectation of privacy.

### Searches and Confiscations

- All desks and lockers are the property of the Bridgeport Board of Education and therefore subject of search at any time to enforce school policies, expectations, regulations, or any other reason.
- School administration or designees retain the right to open and search lockers and desks at any time to enforce district policies and the Code of Conduct & Responsibility or any other safety reason.
- Any search may include the use of an electronic and/or mechanical device.
- During a valid search or while conducting other school business, if the school administration or the designee observes or finds any object or substance prohibited by the Code of Conduct & Responsibility, it shall be confiscated.

### Sex-Based Harassment

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Bridgeport Public Schools prohibits sex discrimination in any educational program or activity that it operates. Individuals are encouraged to report concerns or questions to the Title IX Coordinator. The notice of non-discrimination is [LOCATED HERE](#).

### Sex-Based Harassment Reporting Procedures

***Please be advised that policy and procedures may be updated during the school year as per BOE policy changes or state legislation.***

BPS has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

1. Any employee, student or other individual within the school community who is the victim of sex-based harassment by a student should promptly report the matter to a teacher, school counselor, social worker, or administrator who will direct them to the designated Title IX Coordinator/Officer. The complainant will be requested to complete a written complaint form including
2. If the complainant is a minor, the Title IX Coordinator/Officer will assess whether the conduct constitutes the basis for a child abuse report and, if so, will follow District child abuse reporting procedures.
3. The Title IX Coordinator/Officer shall conduct any necessary investigation and refer the alleged harasser to the administrator for further action, which may include referral to counseling or disciplinary procedures

## Teen Dating Violence

Teen dating violence is defined as 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. These acts can be considered Sex-Discrimination and/or Bullying, will be considered under these policies. A referral to law enforcement will be made if necessary.

## Social Media and Technology

### **Acceptable Use Policy (AUP)**

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

### **Expectations**

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

13. Impersonations, anonymity or pseudonyms are not permitted. Individuals shall be held responsible for their actions and words.
14. No individual shall use the District Network for the purpose of on-line shopping

### **Social Media**

The Bridgeport Board of Education understands the importance of teachers, students and parents/guardians/caregivers engaging, collaborating, learning, and sharing through online platforms, apps, and “social media” through tools, such as Facebook, X, Google Apps, Teams, blogs, and many others that allow people to connect and share information.

It is important to consider the following guidelines when posting anything online: have been developed for students and the school community:

1. Post and work online responsibly
2. Keep in mind the location where one participates, and the content posted as it reflects on the person individually and the school district
3. Understand copyright and trademarks
4. Confidentiality of personal information as well as others information and sensitive issues is essential

The information produced by the district, its schools, our faculty, staff and students and their parents reflect on the entire district community,

### **Students**

Online platforms and programs provide students with a real-world audience and products and documents have the potential to reach beyond the classroom. This translates into a large responsibility and accountability for everyone. BPS students always represent their school and district when posting online, and students should follow these guidelines when material is posted that could identify a student or the relationship to the school or district.

Below are the guidelines students should follow when using online platforms, social media, or other online tools in the classroom, school activities, and for educational purposes:

- Be aware of what you post online- social media is very public. What you post or publish leaves a digital footprint for all to see. Only post what you want friends, parents, teachers or future educators to see. What you put on the internet is never truly erased.
- Follow the Student Handbook and Code of Conduct & Responsibility when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom or at school is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone other than your teachers and parents.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or counselor right away.

- Students who do not abide by these guidelines may lose their opportunity to take part in the online version of the project and/or access to future use of online tools. Paper copies will be provided.

### **Parent Guidelines**

Classroom blogs, online platforms, and other social media are powerful tools that open communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. The district encourages parents to participate in such projects when appropriate, but requests that parents always act responsibly and respectfully, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

### Uniform Policy

- All students in grades PK-12 are to wear mandatory uniforms every school day.
- The mandatory school uniform includes:
  - **Pants:** Dress or Docker style pants worn with a belt at the waist; specific colors of the uniform pants will be determined by the specific school.
  - **Skirts, Jumpers or Skorts:** Should be knee level or longer. Blouses or polo shirts must be worn under the jumper.
  - **Shorts:** Knee length or Docker style shorts must be worn with a belt.
  - **Shirts:** Collared polo shirt or dress shirt (long or short sleeve). Additional colors, representative of the individual Bridgeport school students attend, will also be acceptable.
  - **Sweatshirt/Sweaters:** Pullover, zippered or cardigan, in solid colors specific to the school, without patterns, hoods, decorations or wording. A vest or blazer in the color representative of the individual Bridgeport school will also be permitted.
  - **Shoes/Sneakers:** Shoes are strongly recommended over sneakers. In addition to shoes, sneakers are permitted and appropriate everyday boots. Laces on shoes, sneakers or boots must be tied. *SANDALS, FLIP FLOPS, SLIDES (i.e., Crocs) or SLIPPERS are not permitted at school.*
  - **Outerwear** for outside activities and recess.
  - **Physical Education Day Attire:** Students may wear sweatpants/shirts and sneakers to school on scheduled physical education days. School-approved tee shirts and shorts are permitted.
- School dress, jewelry or accessories that impedes a safe and comfortable learning environment for all is prohibited. These include but are not limited to:
  - impairs safety or increases the risk of injury to self or others or causes discomfort to others, (i.e. un-cleanliness, obscene, offensive language, symbols, gang insignia)
  - advertises or advocates the use of alcohol or drugs,
  - pornographic, transparent, or revealing (halter or midriff) clothing
  - libelous is inherently likely to upset others

- face or head coverings
    - Prescription and blue-light glasses are permitted only.
- Any student transferring into the Bridgeport School District from another school district during the school year will be allowed a seven (7) day grace period during which students will not be disciplined for failing to wear the mandatory uniform.
- If there are any circumstances that limit uniform requirements or attire, please contact the student's school administration, social worker, or school counselor for assistance.

### Use of Physical Restraint or Force

- De-escalation strategies to diffuse a student will always be utilized before restraint, except in emergency situations. For more information, please see [Laws and Regulations Governing the Use of Restraint and Seclusion in Schools](#)
- When de-escalation strategies are not effective or an emergency presents itself, school personnel may use reasonable and prudent physical restraint or force upon a student when necessary to:
  - Prevent immediate or imminent injury the student or others
  - Take any type of dangerous item that could be used to hurt oneself or others
  - Confiscate illegal drugs or controlled substances
  - Protect property
  - Restrain or remove the student to maintain safety and order

### Vandalism

- A student who vandalizes any area of the school property is subject to repair, restore and/or provide restitution for the damaged or stolen property.
- A student will be referred to law enforcement in alignment with the Memorandum of Agreement.

### Vaping

State law prohibits lighting or carrying a lighted cigarette, cigar, pipe or similar item in any school area including school grounds. The Student Handbook and Code of Conduct & Responsibility reinforces state law by prohibiting students from smoking in any area in the school or on school grounds. State law and the Student Code of Conduct & Responsibility also prohibit smoking while traveling on a school bus. It is the Bridgeport Public Schools' policy that there is no smoking, use or possession of tobacco in any form, anywhere in school buildings, on school grounds or at school-sponsored activities. Violations for this infraction also occur whenever students possess matches, lighters or other items that promote combustion that are of no reasonable use to students at school.

### Weapons

- A student who is in possession of a weapon is subject to mandatory referral to expulsion.

- A student will be referred to law enforcement in alignment with the Memorandum of Agreement.
- A student will be referred to appropriate social service agencies like the Youth Diversion Team.

### 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:** The repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying directed at another student attending *school* in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district

**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

**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, bong, 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

**Logical Consequences:** are planned in advance and designed to help students learn appropriate prosocial behaviors and succeed at school. The type and severity of the inappropriate or unwanted behavior should match the logic of the consequences.

**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.

**Mindfulness:** the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.

**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 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](http://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:** a continuum of practices that focus on building positive relationships and repairing harm when harm has been caused.

**Restorative Circles:** Restorative Circles are a community-based approach to conflict resolution and relationship building. It provides a structured space to build relationships, establish routines and develop resilience for students, staff, and families

**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 (SEL):** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

**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 classroom, the teacher will design the contract with the student and inform 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.

APPENDIX B: Written Verification of Review of Handbook and Code of Conduct & Responsibility

**Student Safe School Pledge**

I, \_\_\_\_\_ (print student name) have received, read, and discussed the Student Handbook and Code of Conduct & Responsibility for the Bridgeport Public Schools. I am aware of my rights and responsibilities to create a safe, inclusive, and welcoming school environment for all, students, teachers, and other adults.

I also understand that my actions that disrupt or violate other students' right to learn in a safe space will result in interventions and logical consequences as stated and discussed in the Student Handbook and Code of Conduct & Responsibility.

Student Signature:

Date:

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**Parent/ Guardian/Caregiver Notification**

Dear Parent/Guardian/ Caregiver,

Bridgeport Public Schools believes that those that care for the students should be informed regarding the district and school efforts to create and maintain a safe and secure learning environment for all students. Please read the Student Handbook and Code of Conduct & Responsibility and discuss it with your child.

Please submit this form back to the school by: \_\_\_\_\_

I am the parent/guardian/caregiver of the above-named student. I have received and read the Student Handbook and Code of Conduct & Responsibility. I understand that by signing this document, I agree to support and promote the goal of the Student Handbook and Code of Conduct & Responsibility. I will make every effort to work with the school and district in resolving disciplinary matters.

Parent/Guardian/ Caregiver Signature:

Date

## Works Consulted

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