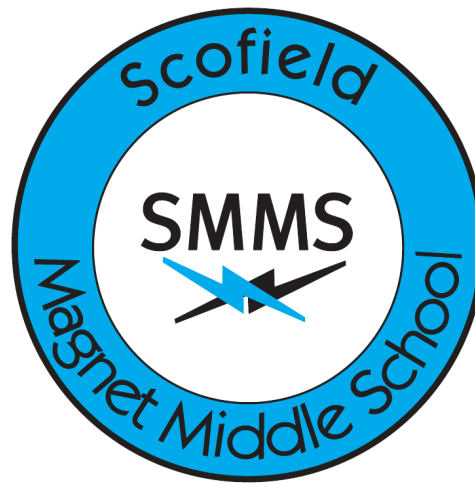




2024-2025 Student-Parent Handbook



Stamford Public Schools

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Stamford Public Schools Mission Statement: The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student.

SMMS Mission Statement

Scofield Magnet Middle School respects the unique characteristics and individuality of emerging adolescents. Our staff, in partnership with parents and students, strives to develop independent and responsible learners in both heterogeneous and homogeneous groupings. Through our unique school culture, we address the physical, social, and emotional needs that further intellectual development.

While using an interdisciplinary approach to learning, special emphasis is placed on math, science, and technology. The school is strongly committed to implementing the principles of the *Carnegie Foundation Report and the Coalition of Essential Schools*.

Curriculum and Program Overview

The theme of Scofield Magnet Middle School is math/science/technology. The interdisciplinary themes in sixth and seventh grades are built around objectives taken from various content areas. A special focus in eighth grade is built around technology. The teams employ heterogeneous student groupings and use block scheduling. Students will be regrouped several times throughout the school year. Scofield students receive instruction in the district honors level curriculum, including assessments.

Students are required to demonstrate the skills mastered during the middle school years by preparing an Exhibition at the end of the eighth grade. They will choose a particular technology and thoroughly investigate it. This culminates in student presentations of Exhibitions to teachers, classmates, parents, and community. Exhibition is a mandatory requirement for successful completion of the Magnet Middle program. *Students may be excluded from extracurricular activities, such as the "Moving Up" ceremony if they do not complete Exhibition.*

School/Family Partnership

Welcome to Scofield Magnet Middle School and our school/family partnership. We strive to work collaboratively to help young adolescents succeed in middle school and in later life. When parents, students, and teachers view one another as partners in education, a caring community forms. The students are in the center of this partnership. It is the job of the parents and teachers to engage, guide, and motivate students as they develop into young adults. Teachers and families reinforce the importance of school and homework. There are many challenging opportunities at Scofield!

Organizational Structure

All students at Scofield Magnet Middle School are members of a team, which has approximately 100 students. Students remain members of a team for all three years at Scofield; it acts in some ways like a family.

6th grade Turquoise and White Teams

- 7th grade Silver and Black Teams
- 8th grade Purple and Gold Teams

Each year, students are assigned to an HEART group and one of the team teachers serves as the Lead. **The Lead is a parents’ primary point of contact for all academic matters.**

School Counselors

- Mrs. Je-nean Fox** White/Black/Gold
- Mrs. Betsy Benenson** Turquoise/Silver/Purple

Administrative Team

- | | | |
|-------------------------------------|------------------------|---------|
| Interim Principal: | Mrs. Sandra Carlton | Grade 6 |
| Interim Assistant Principal: | Mrs. Jennifer Laughlin | Grade 7 |
| Interim Teacher Leader: | Ms. Sandra Schwoerer | Grade 8 |

Students have the same school counselor & administrator throughout their middle school years.

Arrival and Dismissal

Students are expected to arrive at school on time. HEART begins promptly at 8:00 a.m. Students may report to their HEART classrooms at 7:45 a.m. Students who arrive before 7:45 must remain in the main lobby. Any student who wants to see a teacher must have a signed pass by the teacher.

Dismissal begins at 2:40 p.m. Students who are picked up or walk home will use the exit at the front of the building. For safety reasons, students are expected to walk on the sidewalk and grass area at all times. Students should remain on the sidewalk loading area at all times until entering their parents’ vehicle.

Handicapped spaces in the front and back of the school are designated for those vehicles displaying the proper identification.

Entry to Scofield Magnet Middle School

Maintaining a safe environment for children to learn is a priority. All visitors must enter and exit from the main lobby. Visitors will be asked to look into a surveillance camera and give their name and reason for their visit. The administration reserves the right to ask additional questions before granting entry to anyone during the school day. Visitors must report directly to the security desk in the main lobby. Visitors will be required to show a valid CT driver’s license or some other official form of identification. The license will be run through the Raptor system for a background check. Visitors will be issued a badge from the Raptor system to be worn for the duration of their visit. Please understand that these procedures are designed to keep children safe.

Student Photographs

If parents do not wish to have their child’s photograph taken for publication, please submit a letter in writing to your child’s HEART teacher. This does not include the school yearbook.

Parent Portal

Studies have shown that parental engagement in a child’s education is the single most important factor in student achievement. Parents/guardians of students in grades 6-12 have access to the PowerSchool Parent Portal to view homework and classroom assignments, test and quiz grades and attendance.

Regular Day Schedule – 2024-2025

7th Grade

HEART	8:00-8:30
Exploratory	8:30-10:00
Team Class	10:00-11:35
Lunch	11:35-12:05
Team Class	12:05-2:30
HEART	2:30-2:40

8th Grade

HEART	8:00-8:30
Team Class	8:30-10:45
Exploratory	10:45-12:15
Lunch	12:15-12:45
Team Class	12:45-2:30
HEART	2:30-2:40

6th Grade

HEART	8:00-8:30
Team Class	8:30-11:00
Lunch	11:00-11:30
Team Class	11:30-1:00
Exploratory	1:00-2:30
HEART	2:30-2:40

1st Lunch:	11:00-11:30	6
2nd Lunch:	11:35-12:05	7
3rd Lunch:	12:15-12:45	8



Early Dismissal/Half-Day Schedule – 2024-2025

1 (HEART)	8:00-8:15	
2	8:15-8:45	7 th Grade Exploratory
3	8:45-9:15	7 th Grade Exploratory
4	9:15-9:45	8 th Grade Exploratory
5	9:45-10:15	8 th Grade Exploratory
6	10:15-10:45	
7	10:45-11:15	
8	11:15-11:45	6 th Grade Exploratory
9	11:45-12:15	6 th Grade Exploratory
10 (HEART)	12:15-12:20	

*Lunch is not served on early dismissal days

Assembly/Concert Schedule – 2024-2025

1 (HEART)	8:00-8:15	
2	8:15-8:45	7 th Grade Exploratory
3	8:45-9:15	7 th Grade Exploratory
4	9:15-9:45	8 th Grade Exploratory
5	9:45-10:15	8 th Grade Exploratory
6	10:15-10:45	
7	10:45-11:15	
8	11:15-11:45	6 th Grade Exploratory
9	11:45-12:15	6 th Grade Exploratory
10	12:15-12:45	
11 (HEART)	12:45-1:00	

Lunch Assem bly/Con cert	1st Lunch	8	11:00 – 11:30
	2nd Lunch	7	11:35 – 12:05
	3rd Lunch	6	12:15 – 12:45

Two-Hour Delayed Opening

When it is necessary to close or delay school, an announcement will be made over the radio, television and SPS Website (www.stamfordpublicschools.org). Please check local broadcasts. Do not call the school. School will begin at 10:00 a.m. on a delayed opening.

Two-Hour Delay Schedule – 2024-2025

	1 (HEART)	10:00-10:30	
	2	10:30-11:00	7th Grade Exploratory Classes
	3	11:00-11:30	7th Grade Exploratory Classes
	4	11:30-12:00	
	5	12:00-12:30	8th Grade Exploratory Classes
	6	12:30-1:00	8th Grade Exploratory Classes
	7	1:00-1:30	
	8	1:30-2:00	6th Grade Exploratory Classes
	9	2:00-2:30	6th Grade Exploratory Classes
	10 (HEART)	2:30-2:40	

Lunch	1st Lunch	8	11:00-11:30
	2nd Lunch	7	11:35-12:05
	3rd Lunch	6	12:15-12:45

Emergency Closings

Occasionally, students may be dismissed early due to inclement weather. Parents should monitor weather conditions and listen to news reports. Students and parents should have an emergency plan in place so that students are safe and supervised in case there is an emergency closing.

Radio Station: WSTC 1400 AM
 Television Station: Channel 12, Cablevision
 District Website: www.stamfordpublicschools.org
 District Phone: 203-977-6600

Attendance

Regular attendance is an important component to student achievement. Daily attendance is recorded during morning HEART. Students who arrive late must sign in late in the main office and receive a late pass to their first period class. Scofield uses “School Messenger” to send daily notifications to parents at 9:00AM to report student absences. The CT State Department of Education monitors attendance and considers students to be “Chronically Absent” if they miss

10% of school at any given point in the year. Students with a pattern of poor attendance may be referred to external agencies for support and/or referred to a Planning and Placement Team meeting. Students who are absent are responsible for making up any missed work at the discretion of the teacher. It is the responsibility of the student to check in with teachers if and when they are absent from school. Teachers are not required to supply assignments for extended vacations or pre-planned absences.

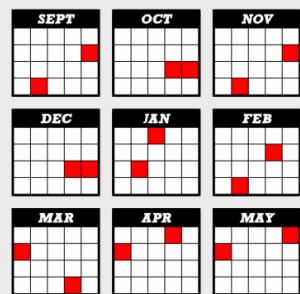
*** Unexpected early dismissals are disruptive to the learning process. Although we understand emergencies arise, parents/guardians are to provide **advanced written notice if a student requires dismissal before the official end of the day**. **Students should bring a note to the Main Office upon arrival at school.** ***** Please take advantage of our automated Early Dismissal form on our website.** ***** [Early Dismissal Link](#)** Students will be issued an early dismissal pass. **Under no circumstances will a student be dismissed based on a phone call.** **Students will not be permitted to leave school with an adult other than the parent or guardian unless it is indicated in a written note that such arrangements have been made by the parent or guardian.** The administration reserves the right to check the identification of unfamiliar adults and the validity of any early dismissal or late arrival note. **WE DO NOT dismiss students after 2:00PM.*****

Barring emergencies and pre-arranged appointments, we ask that parents not make a regular habit of picking students up within 15 minutes of dismissal. It is disruptive to call classrooms so close to the end of the day. Parents are discouraged from removing students from school for extended periods of time. There is no replacement for lost instructional time. Long term absences that occur outside from scheduled vacation time may be considered unexcused. School work may not be provided in advance. Any missed assignments during a prolonged absence may be made up at the discretion of the teacher.

Student Absences

Classroom teachers complete attendance in PowerSchool system by 8:30am. Parents are asked to report absences by calling the office, or emailing the office by 8:00am drubino@stamfordpublicschools.org or aullou@stamfordpublicschools.org

**2 Absences Per Month
x 9 Months of School
= Less Likely to Graduate
from High School**



Extended Travel: Please note that the school system does not grant permission for extended leave. We will record the absences on the student's record as per state guidelines (see below). We request that a family's travel plans respect the school calendar. If a child's absence is to be prolonged, parents are asked to write an email or note to the teacher and Principal indicating the reason for the extended leave. **We will not provide additional school work for your extended travel.** Teachers may refer you to resources that are generally available such as Google classroom.

Attendance Guidelines: Stamford Public Schools recently launched their [Strive for Five Attendance Campaign](#). Encouraging regular school attendance is one of the most powerful ways you can prepare your

child for success both in school and in life.¹ **When a student is absent more than 10% of the school year, s/he is considered chronically absent by the state of CT.** Other than a long term medical leave, you are chronically absent regardless of the type of absence (excused or unexcused). For example, if a student is sick, or goes on a trip due to a family hardship, those absences still contribute towards the 10%. All schools form attendance committees to address chronic absenteeism, and are required to report to the state. If your son/daughter exceeds the 10% rate you will receive a notice. We will establish communication with the family, monitor the report, and develop an intervention plan, if necessary. Part of the communication will involve a letter to inform you of this status, and document the rationale for the absence. **Continued chronic absences may result in a referral to the CT Dept. of Children and Families (DCF).**

Note: According to the Stamford Board of Education regulation 5113-R, a “truant” is defined as a student who has four unexcused absences in one month or ten unexcused absences in one year. A “habitual truant” is defined as any such student who has 20 unexcused absences within a school year.

There may be times when the student knows that he/she will be absent from school. It is important that the Main Office receive a letter with this information.

Tardy/Late To School

If a student arrives late to school, he/she is expected to report to the Main office for a late pass. Students with excessive tardies and absences may be assigned detention or an alternate consequence.

After-School Activities and Procedures for the Late Bus

There will be after-school activities available for students of all grade levels. Information is communicated through the HEART program. Students must be present in school to participate in all school sponsored after school activities.

Students must obtain written permission from a parent and a staff member in order to stay for an after-school activity. Students must sign the *After-School Activity* form during their morning HEART period in order to stay for an activity that day.

An appointment to stay with an individual teacher after school must be made in advance. There are late buses at 4:00 PM Monday, Tuesday and Thursday.

Students may not remain in the building unsupervised at the end of the school day or following after school-activities. The administration reserves the right to contact the Stamford Police Department or the Department of Children and Families for students who are repeatedly left unattended by parents or guardians beyond the school day.

Late Bus Schedules

Bus 120 (East) Hope Street @ Slice Drive; Hope @ Deep Spring La; Hope Street @ Bouton Street, Hope Street @ Bennett; Hope @ Clearview, Hope Street @Hartford; Hope Street@Tom’s Road; Hope Street @ Church Street; Hamilton Avenue @ Lawn Avenue; Daskam @ Lafayette; Glenbrook Road @ Hamilton Avenue; Courtland @ Lenox; Courtland Avenue @ Hamilton; East Main @ Houston Terrace; Seaside Avenue, Cove Road, Willowbrook and Soundview, Soundview

¹ AbsencesAddup.org

at Limerick Street; Soundview @ Cove Rd; Cove @ Van Buskirk; Lockwood Avenue at East Main Street and Lockwood Avenue at Woodrow Street; Myrtle Avenue, Lillian Street, Shippan Ave. & Lindstrom, Shippan Avenue to Shippan Point to 300 Tresser Boulevard; YMCA

Bus 110 (Central/South/Waterside) Scofieldtown Road @ High Ridge Road, High Ridge Road @ Vine Road, Bradley Place; High Ridge @ Maplewood; Hartswood Road; High Ridge @ Cross Road; Terrace and Jessup; High Ridge at Ridge Park; High Ridge Road @ Dannel Drive; High Ridge and Longview; High Ridge @ Lakeview; High Ridge Road and Nichols; Oaklawn Ave @ Old North Stamford; Strawberry Hill Avenue at Newfield Avenue, Strawberry Hill @ Hackett Cir W; 99 Strawberry Hill Avenue; Strawberry Hill Avenue @ Hoyt Street; 1425 Bedford Street; Stop @ Chesterfield entrance (light on Bedford next to Ridgeway); Summer Street @ Forest Lawn Ave.; Woodside Street at Summer Street; North St. @ Summer St; Main St. @ Summer Street; Broad Street @ Washington Boulevard; Washington Blvd @ North St; Tresser Boulevard @ Washington Boulevard; Henry Street and Washington Boulevard; Henry and Woodland Pl; Harbor Street @ Dyke Ln; Greenwich Avenue @ Milton Road; Southfield Ave @ Selleck St; Southfield Ave @ Congress St; Southfield Ave @ Davenport Drive; Dolphin Cove Park

Bus 131 (West) Chestnut Hill Road @ Chestnut Hill Lane, to Long Ridge Road to Wire Mill to 925 Long Ridge Road; Long Ridge @ Loughran Ave; Barncroft @ Roxbury Rd; 1219 Stillwater Road; 108 Clover Hill Drive; Three Lakes Drive @ Elaine; Buckingham Drive; Mianus and Westover, Westover @ West View Lane. to Cold Spring and Old Barn to Washington Boulevard to Bridge Street, Top Stillwater Avenue, Stillwater Ave @ Connecticut Ave., Boys and Girls Club, West Broad and Stillwater, Stillwater @ Virgil St.; Stillwater @ Liberty St; Stillwater @ Fairfield Avenue: Fairfield Ave @ Richmond Hill; Mill River; Fairfield Ave. @ Perry St.; Fairfield @ Waverly Place; Fairfield Ave. to Melrose; Fairfield to Selleck Street, @ Durant to West Avenue; West Avenue @ Piave Street; West Avenue and Minor Place; West Ave @ West Main; to Sylvandale Ave. @ Aberdeen St.; Havemeyer @ Catoona Ln; 77 Havemeyer

Bus 106 (North) ALL STOPS NORTH including Haviland Road, Dundee @ Timbermill; E. Hunting Ridge @ Falmouth; Jonathan Drive, Foxwood Road, Mill Road @ Millspring Lane; Rockrimmon @ Old Long Ridge Road; Long Ridge Road @ Wildwood Road; Rocky Rapids @ Shelter Rock Rd.; Mountain Wood @ Long Ridge Road; Mayapple @ Rockrimmon; Mayapple Road @ Country Club Road; Thornwood @ Bittersweet; Woodbine @ Brushwood; North Stamford Road @ Cascade Road; Brookdale Road at High Ridge Road, High Ridge @ Interlaken; Temple Sinai; Newfield Avenue, Newfield Avenue @ Weed Hill Avenue; Newfield Ave-stop at JCC; (Vine Rd. to Pepperidge Rd.) Newfield School; Pepperidge Road @ Turner Road; Pershing @ Haig Avenue; Toms Road @ Belltown Road.

Bus Rules

Riding the bus to and from school is a privilege. The Transportation Department assigns students to buses. Our drivers must have the full cooperation of students on the buses at all times in order to provide safe transportation. In addition to Scofield's Code of Conduct, it is expected that all students should conduct themselves in a safe manner on the bus, as well as at the stop, and they should respect the property of citizens living near the bus stop. In addition to Scofield non-negotiable behaviors (page 11) the following rules apply to riding the bus:

1. Be at the designated bus stop 10 minutes before the scheduled departure.
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2. Do not attempt to board the bus until it has come to a complete stop. Enter the bus in an orderly fashion, without pushing or shoving. Go to seats promptly and remain there until you arrive at the destination.
3. Cross the street in front of the bus, not behind it.
4. No eating or drinking on the bus.
5. Do not throw anything out of the bus windows or on the bus floor.
6. Students are to ride only the bus routes to which they are assigned and get on and off at designated bus stop. **In order to ride an alternate bus, parents must sign a permission slip. Permission slips can be found on the school website or in the Main Office.**
5. Ordinary conversation is permitted on the bus. However, loud talking, standing and unnecessary confusion can divert the attention of the driver and could result in a serious accident.

All Stamford Board of Education and School Policies are in place while riding the bus to and from school. Inappropriate and disruptive behavior on the bus may result in disciplinary consequences, to include but not limited to suspension, detention, expulsion (bus removal), placement on a different bus or referral to law enforcement. All buses have video surveillance. In addition, the bus driver and/or school administrator may assign seats to students. If a student is having problems on the bus, he/she should report them immediately to the driver, a teacher, an administrator, or a parent/guardian.

HEART

The school day begins with an HEART check in. Students return to HEART later in the day (2:30-2:40). The teacher will facilitate activities that focus on the intellectual, social, emotional, and physical development of young adolescents.

The purpose of HEART is to provide each student with:

- ◆ An adult advocate who will know his/her adviser in order to foster positive self esteem and success in school.
- ◆ An opportunity to reflect on and practice problem-solving and decision-making skills.
- ◆ A teacher who will serve as a link between the school and the student's home with up-to-date information and help on personal and academic growth and progress.
- ◆ Academic enrichment and intervention.
- ◆ HEART participation and attendance is part of the criteria for Honor Roll.

Student Grades

Report cards are issued four times per year, and are available to view in the Parent Portal. Effort and behavior grades will appear for each quarter. Questions on grading should be directed to the specific teacher. Parents/students also have daily access to Parent Portal, see page 4 for more details. SPS Middle School Grading system is as follows:

Participation= 35%

Evidence of Learning= 65%

A= 90-99

B= 80-89

C= 70-79

D= 60-69

F= 60-0

Honor Roll

Scofield Magnet Middle School believes in the recognition of student achievement. The honor roll is divided into two categories: High Honors and General Honors. In order to make high honors students must have all A's and all 1's in effort or behavior, including HEART. In order to make general honors students must have A's and B's and no 3's for effort or behavior, including HEART.

Care of Materials

Textbooks, library books, electronic devices, and other instructional resources are the property of Stamford Public Schools. Please treat these materials with respect. Textbooks must be adequately covered to protect them from damage. Students are financially responsible if any materials are lost or damaged. Parents/guardians will be notified if students have lost textbooks, library books or other materials. Should any lost materials be found, the money for the cost of replacement will be returned.

At the end of the school year, students who have outstanding fines may not be permitted to participate in team activities, including field trips and may not be given yearbooks or report cards until the fines have been paid. Students in 8th grade who owe materials or fines may not receive tickets to the "Moving Up" ceremony.

Scofield Magnet Middle School Code of Conduct for Students

Honesty, respect and trust are hallmarks of Scofield Magnet Middle School. Therefore, as a school of choice, there are certain responsibilities to our school and community. Students are expected to behave in a manner that does not interfere with another person's rights and safety. All students have the right to learn and all teachers have the right to teach in a safe and orderly environment. It is expected that all students will follow the instructions of any adult in the building the first time they are given. Students at Scofield Magnet Middle School are expected to accept and obey the rules and standards of behavior in the Stamford Public School System. Students who engage in conduct that endangers persons or property, seriously disrupts the educational process and/or violates the Student Behavior Policy 5131-R of the Board of Education are subject to disciplinary action. Disciplinary consequences for violations of the Non-negotiables shall include, but are not limited to detention, suspension (ISS or OSS), community service, parent meeting, Saturday School, loss of privileges, loss of extra-curricular activities, removal from field trips and/or referral to law enforcement authorities.

The following is a list of **non-negotiable** behaviors. **This means that under no conditions will these behaviors be permitted.**

1. Disruptive/Insubordinate behavior, to include but not limited to using racial/ethnic/religious slurs, taunting, teasing, name-calling, shouting, running, using profane/obscene language, including gestures.
 2. Refusing to comply with adult directions, including lying or giving false information
 3. Physical violence, fighting, or "play-fighting".
 4. Bullying, threats or intimidation made to teachers or students. This includes social media, email, text message at home, at school or on the bus.
 5. Possession and/or use of alcohol or drugs, including but not limited to vaping devices and related materials.
 6. Possession of any weapon or facsimile weapon, including knives.
 7. Destruction of school or an individual's property. Students shall be financially responsible for any damage caused to school property to include, but not limited to the physical
-

school grounds, textbooks, electronic devices, buses, or anything under the ownership of Stamford Public Schools.

8. Excessive and unexcused tardiness or absences to school or to individual classes
9. Electronic devices (cell phones, smart watches etc.) shall be stored in accordance with Board of Education Policy 5131.81. Display or use of cell phones is prohibited under Board policy, unless given permission by an administrator or teacher. Students caught using cell phones may be subject to disciplinary action.
10. Wearing inappropriate clothing. (See Dress Code Policy).
11. No food or drink, including gum shall be consumed in the halls or classrooms unless organized by staff members. Students may carry a bottle of water. No juices, or energy drinks.
12. Inappropriate use of the Internet. See Acceptable Use Policy on page 16.

Dress Code for Students

We take pride in all Scofield Magnet Middle School students. We believe that student dress reflects the way students feel about themselves. This, in turn, reflects upon the entire school community. Students with a pattern of dress code violations may be issued disciplinary consequences.

Scofield staff and administrators acknowledge and adhere to the student dress policy as written and accepted by Stamford Public Schools. Therefore, the following guidelines will be adhered to by the staff and administration of Scofield Magnet Middle School. Please note that any infraction of the following will result in an immediate call to the parents and will require an immediate response by the parent to bring appropriate clothing for the student. Students with a pattern of dress code violations may receive disciplinary consequences.

Dress and Grooming

The development of individual pride and self-esteem is an integral part of education. Dress and grooming play an important role in this development. The Board encourages students to dress in clothing appropriate to the school situation.

Restrictions on freedom of student appearance may be applied whenever the dress or grooming:

1. interferes with the learning process;
2. is disruptive;
3. is unsafe; and
4. is contrary to law.

In addition, any school may choose to adopt the use of school uniforms.

The Board directs the administration to establish specific regulations consistent with this policy that promote cooperative planning with staff, parents and students.

Enforcement of dress and grooming rules adopted in accordance with this policy is the responsibility of each building principal. In a case where a school has adopted the use of uniforms, according to this policy and corresponding regulations, such use shall be voluntary.

Student Dress

The Board of Education encourages students to dress in a manner that reflects pride in and respect for themselves, their school, and their community. To promote a positive, safe and non-disruptive learning environment, proper attire should be worn. Therefore, the following attire is prohibited from being worn in the Stamford Public Schools during the academic school day:

1. Attire or accessories which portray disruptive, obscene writing or pictures;
2. Attire or accessories which depict logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages;
3. Shirts and/or blouses that reveal the abdomen, chest, breasts, or undergarments;
4. See-through clothing;
5. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments;
6. Other attire or accessories which, in the opinion of the principal, are not in good taste or depict vulgar, illegal, racial, or sexist viewpoints.
7. Head coverings of any kind including, but not limited to scarves, bandannas, masks, kerchiefs, athletic headbands, hoods, etc. which prevent the easy identification of students; except that hats and caps may be worn at the discretion of school teachers and administrators and provided that headwear for bona fide religious reasons may be worn;
8. Footwear which damages floors or is a safety hazard;
9. Sunglasses (unless required by doctor's orders);
10. "Name" or other oversized metal belt buckles;
11. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached; and
12. Possession of any electronic device without prior approval of the building principal. Cell phones must be stored in accordance with Board of Education Policy 5131.81.

****Jackets, sweatshirts and outerwear may be worn at the teacher's discretion.***

Student Use of Telephone

School phones are available for students' use in the Main Office only. **In order to use the phone in the Main Office, students must have a pass signed by a teacher stating that he/she has been given permission to place a call. Students must also ask the permission of the office staff.** If parents/guardians need to contact their child, they should call the Main Office at 203-977-2750. Student cell phones may be used with adult permission.

Cell Phones- Board of Education Policy 5131.8

Middle school students may possess devices on school property and school-sponsored transportation provided such devices are not visible, used, or activated, and are kept in the "off" position upon entrance into the building and throughout the instructional school day. Middle school students must keep their devices stored in a non-visible secure location, or in a location determined by their teacher. Students may use their devices while waiting for dismissal at the end of the instructional school day (unless otherwise directed by their administrator or classroom teacher) and as allowed by the school principal. At all times when a device is in use, students must comply with the requirements of the "Use - Content" section above.

Scofield Administrative Regulations: For the purposes of this policy, "devices" shall include cell phones, smart watches, earbuds and any other electronic communication device or gaming

system.

First offense: The teacher will issue the student a warning and reminder of the district cell phone policy. It is recommended that the teacher share the warning with the HEART teacher.

Second offense: The teacher will ask the student to hand over the device for the remainder of the school day. The teacher can either maintain possession of the device or turn it over to the administration.

Third offense: The device will be confiscated by the administration and the parents will be contacted to retrieve the device. The device will be stored in a secure area in the main office. Barring an extenuating circumstance, the device will not be returned to the student. The student may be subject to additional disciplinary action to include, but not limited to suspension, detention, or community service.

Internet/Computer Use

Students will have access to the Internet in a variety of locations for education-related purposes. Social networking sites and game sites are not to be accessed anywhere in the building. Personal email may be used with teacher approval. When students are online at school, they will be supervised and monitored. In order to access the Internet, students must agree to the Acceptable Use guidelines. Inappropriate use of the internet will result in loss of privileges and parent notification. All Scofield students will be issued a “Google” account for the purposes of sharing documents with teachers.

Lockers

There remains a ban on student lockers for the 2024-2025 school year in all Stamford Middle Schools. The following are general guidelines if we return to using lockers:

At the start of each year, students in grade 6-8 are issued a personal locker and combination. Students are expected to keep lockers clean and orderly. Students are not permitted to write or put decals or stickers on or in lockers. Lockers are school property. School administrators may open lockers at any time in order to search a student's locker who is suspected of containing items that are prohibited by school rules or state laws. Student locker combinations should not be shared with any other students and students are not permitted to share lockers. Any problems with the locker or the locker combination should be reported to the HEART teacher. Items left in lockers at the conclusion of the school year will be discarded.

Lost and Found

The lost and found department is located in the main lobby. Please do not bring valuables or large sums of money to school where they may be lost. The school is not responsible for lost items. Unclaimed items at the end of each school year will be donated to charity.

School Nurse

The nurse's office is located near the Main Office. If a student needs to see the nurse, he/she should report to class first and ask for a pass from the teacher. School nursing services are provided for those who are sick during the school day and for emergencies.

Medications Given at School

In order for medications to be administered by school personnel, Connecticut State Law requires a written order by a physician or dentist and authorization from parent/guardian must be provided. All medications must be supplied by the parent/guardian and come in pharmacy-prepared containers or original sealed containers. Over-the-counter medications including Tylenol, Tums, Advil, Motrin and cough drops must be in their original container. Medication Authorization Forms are available in the Nurse's Office. **Students are not permitted to be in possession of any over the counter or prescription medication at any time during the school day. Students found in possession of medications may be subject to disciplinary action.**

DENTAL HEALTH PROGRAM Scofield Middle School's Public Health Dental Hygienist is Mrs. Parlanti; she can be reached at 203-977-6691.

The Dental Health Program is a prevention-oriented program, provided in school by the Department of Health, Public Health Dental Hygienists who are educated, licensed professionals. The dental hygienist provides a dental screening for **7th graders**. The licensed dental hygienist will perform a basic assessment of your student's mouth, teeth and gums. If dental concerns are found, parents/guardians will be provided with a written referral to a dentist of their choice. ***If you do not wish to have your child screened, please send written notification to your school's dental hygienist.*** The Stamford Department of Health has licensed school dental offices where students can receive dental cleanings, fluoride treatments, x-rays, sealants and fillings. Appointments can be made by calling **203. 977.4890**. Parents/guardians must ***complete and sign a permission form*** for a child to participate in the ***sealant and clinic*** programs. **ALL SERVICES ARE FREE to Stamford Public School Students.**

Excuses for Physical Education

Students who are unable to participate in Physical Education because of an injury, illness, or medical reason must provide the following:

- A parent note from home may excuse students for one day only.
- A doctor's note is required for additional excused gym days. Note must include restriction and duration of restriction.
- When a student is medically cleared and able to participate in PE, an additional note from the doctor is required stating that the student may return to PE, unless the date of return is stated on the initial note.
- Doctor's notes must be presented to the nurse.
- **Students who do not participate in PE class may not participate in intramural or interscholastic athletics.**
- Students not participating in PE for any reason may be assigned alternate activities.

Cafeteria and Breakfast Program

Breakfast and lunch are available daily for each FULL day of school. There is no food service on early dismissal days. Each grade level has its own lunch shift. Appropriate behavior and decorum is expected during meals. Students will share the responsibility with their classmates for discarding trash and cleaning the tables at the end of their respective lunch shift. Specific rules are posted in the cafeteria. **Scofield's cafeteria is NOT peanut or tree nut free.**

Exhibition

Exhibition is the culminating activity for successful completion of the Magnet Middle School. This project is an opportunity for students to develop and demonstrate their abilities as learners and teachers. Realizing that we live in a constantly changing and technologically-oriented world, students will focus their Exhibition on a specific technology. The 8th grade HEART teacher serves as the liaison for completion of all phases of the project. Phases include an oral presentation, a formal research paper, a multimedia presentation and a three dimensional construction or creative representation of the technology. All Magnet Middle School students are required to complete Exhibition. Exhibition constitutes 20% of the 4th quarter grade for 8th grade students. Students who do not complete Exhibition may not have the opportunity to participate in the "Moving Up" ceremony or other special end of year activities such as field trips, or dances.

Video Surveillance

Scofield hallways, common areas including the cafeteria, and gymnasium are under 24-hour video surveillance. All school buses also have cameras. Under the rules of the Family Educational Rights and Privacy Act, parents may not be permitted to view video surveillance footage.

www.magnetmiddle.org

Fax: (203) 977-2766

SCHOOL DIRECTORY

DEPARTMENT	EXTENSION
MAIN OFFICE	2750
Attendance Line (<i>**Please Leave a Message**</i>)	1116
OFFICE SUPPORT SPECIALISTS	
Ms. Dolores Rubino	2753
Mrs. Adriana Ulloa	2752
ADMINISTRATORS	
Dr. Shawn Marinello, Principal	2770
Mrs. Sandra Carlton, Asst. Principal	2773
Mrs. Jennifer Laughlin, MTSS	4511
SCHOOL COUNSELORS	
Mrs. Betsy Benenson	2757
Mrs. Je-nean Fox	2767
NURSE	
Mrs. Rose Dahlman	2758
TRANSPORTATION	
First Student Bus Company	203-325-8538

ACCEPTABLE USE OF THE INTERNET AND OTHER ELECTRONIC COMMUNICATION SYSTEMS FOR STUDENTS-BOE REGULATION #5132-R

Computers and networks provide access to resources as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users; respect the integrity of the system and related physical resources; and observe all relevant laws, regulations, and contractual obligations. Use of computers by students and access by students to computer networks and to the Internet are services made available only to further the educational mission of the Stamford

Public Schools. In order to be granted these access privileges and to retain them, students must abide by the guidelines set forth in the Board's "Acceptable Use of the Internet and other Electronic Communication Systems for Students" policy and these regulations at all times when they use the Stamford Public Schools systems. These computer systems are expensive to purchase, install and maintain. As the property of the district these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, access to the computer systems is a privilege, and not a right. Students under the age of 18 may use electronic information retrieval systems in supervised settings and only with the written permission of a parent or guardian through a duly executed "Acceptable Use Agreement." Stamford students may use the district's electronic information retrieval systems provided they:

- Abide by the Acceptable Use Policy
- Sign an "Acceptable Internet Use Agreement"
- Obtain the signature of a parent/guardian (for students under the age of 18)

Any parent or student inquiry regarding any decision relative to Stamford's Acceptable Use Policy and/or these administrative regulations should be directed to the District Internet Administrator.

Information Networks:

The Stamford Public Schools' network connects all of the schools and offices. This makes sharing of information and communicating with all schools and offices possible. This network supports activities that have educational value for administration, instruction and learning by teachers and students. The Internet is a collection of many worldwide networks that support the open exchange of information. The Internet provides immediate access to information anywhere in the world.

Student Behavior:

Students are expected to use all computer equipment, both hardware and software and network access to pursue intellectual activities, to seek resources, to access libraries and for other types of learning activities. They will learn new things and can share their new found knowledge with classmates, teachers, parents and global learning partners. For the safety of all involved, caution must be exercised.

Because the Stamford Public Schools' network is used as part of a school activity, the policy on student behavior applies to network activity. Therefore, the Acceptable Use Policy is an extension of the district's Policy on Student Behavior. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, tampering with hardware and software, bullying and harassment. Conduct including, but not limited to, the following, is prohibited with respect to use of these computer systems:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws);
 - Gaining or seeking to gain unauthorized access to computer systems;
 - Damaging computers, computer files, computer systems or computer networks;
 - Using another person's password under any circumstances;
 - Trespassing in or tampering with any other person's folders, work or files;
 - Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
 - Sending any copyrighted material over the system. In addition, as noted above, if a particular behavior or activity is generally prohibited by law or by Board policy or school rules or regulations, it must not occur in the use of these computer systems.
 - Deliberately accessing, creating, displaying transmitting, or otherwise possessing or disseminating material that contains pornography, obscenity, sexually explicit, or indecent/inappropriate language, text, sounds, or pictures.
-

Improper behavior may result in disciplinary penalties, including but not limited to, loss of computer privileges, suspension and/or expulsion.

Copying Software:

With a few exceptions, software on the Stamford Public Schools' computers and network are

licensed for use on the Stamford Public Schools' computers only. Copying software from a computer or network is prohibited unless specifically authorized in writing by an appropriate authority. *In addition to disciplinary penalties imposed by the Stamford Public Schools, illegal copying of software is subject to civil damages and criminal penalties, including fines and imprisonment.*

Moral and Ethical Issues:

The Stamford Public Schools wants to provide a stimulating educational environment in which students, teachers, and parents can grow as a learning community. While the Stamford Public Schools want this valuable educational tool used, the use of inappropriate information on the Internet will not be condoned. Some materials exist which are inappropriate to the instructional setting, and reasonable measures will be taken to prevent them from being accessed. Users must clearly understand that access to such material in any form is strictly forbidden. The network is designed to achieve and support instructional goals and is not intended to be used for financial gain. Any information that does not support classroom learning should be avoided. Although the actual percentage of unacceptable materials is small, it can cause concern for students and parents if a student accesses those materials while doing legitimate research. If a student has a question or concern regarding any materials found, students should apprise the teacher. The Stamford Public Schools has in place the state recommended web filtering software to minimize the risk to student. However, filtering software is not 100% effective; while filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. It is the user's responsibility not to initiate access to materials that are inconsistent with the goals, objectives and policies of the educational mission of the District.

Electronic Libraries:

Materials on the Internet can be considered part of a vast digital library. Electronic database and information search tools to access the Internet are part of school media centers and libraries. Guidelines for access to information have already been established in the Library Bill of Rights of 1980. These principles can be applied to the Internet as well. This document states that "attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights"; however, school librarians are required to devise collections that are "consistent with the philosophy, goals and objectives of the school district." This means that students have the right to information, but the school has the right to restrict any information that does not apply to the approved curriculum.

Student Email:

Students will be issued a district-owned email account which is the sole property of Stamford Public Schools. All email activities must comply with the Acceptable Use Policy. The user accepts all responsibility to understand the policy. The primary purpose of the student email system is for students to communicate with school staff and fellow students to collaborate on school activities. Use of the school's email system is a privilege. Students are responsible for messages and material stored and sent from their email accounts. Students should not share their passwords. The email system should be used for education purposes only and cannot be used to operate personal business. Students should have no expectation of privacy. The district reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.

Virtual Field Trips:

The information networks offer many opportunities for "virtual field trips" to distant locations. The Stamford Public Schools consider all connections to remote locations as "virtual field trips." Rules that apply to student conduct on field trips apply to "virtual electronic field trips" as well. It is important that students realize that they represent their school and their school district when they use information networks, and are expected to be on their best behavior.

Monitoring

It is expected that students will comply with district standards and will act in a responsible and legal manner at all times, in accordance with district standards, state and federal laws. It is important that students and parents understand that the district, as the owner of the computer systems, intends to monitor and review the use of these computer systems in an effort to ensure that users engage only in appropriate uses. As part of monitoring and reviewing, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and message delete function for E-mail, can be bypassed for these purposes. The district's ability to monitor and review is not restricted or neutralized by these devices. The monitor and review process also includes oversight of Internet site access, review of email and of document downloading and printing. Therefore, all users must be aware that *they should not have any reasonable expectation of personal privacy in the use of these computer systems.*

In addition, the Stamford Public Schools accept the requirements of the Children's Internet Protection Act (CIPA). Accordingly, each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are obscene, pornographic or harmful or inappropriate for students, as defined by CIPA and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall make arrangements to enforce the use of such filtering devices. Administrators or other authorized personnel may disable the filtering device for legitimate pedagogical research or for any other lawful purpose, provided such person obtains prior approval from the Superintendent or his/her designee. Filtering should be

viewed as only one of a number of techniques used to manage students' access to the Internet and to encourage acceptable usage. Filtering should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors.

Filtering should be used in conjunction with:

- Educating students concerning the dangers of inappropriate material on the Internet;
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using the district's "Acceptable Use" agreement;
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, both in person and/or electronically.

Internet Safety:

Students are expected to conduct themselves in an appropriate manner at all times when they use or interact with any of Stamford Public Schools' hardware and software resources. This includes, but is not limited to, interaction with district computers, email communication, web browsing software, or even usage of one's own personal hardware over a district network connection.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites, collaborating using web 2.0/3.0 tools, instant messaging, video messaging, chat rooms, and cyber-bullying awareness and response.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers.

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline to law enforcement referrals.

Reporting of Misuse:

Anyone who is aware of problems with, or misuse of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the administration urge any student who receives any harassing, threatening, intimidating or other improper message through any computer system/communications device, whether district or privately-owned, to report this immediately. Such acts may constitute violations of the district's anti cyber-bullying policy or other policies.

It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. Please report these events!

Use of Personal Electronic Devices:

Connection of any personal electronic device to any network on school grounds is subject to all regulations and guidelines in this document. Students and staff are permitted to connect to the district network via the secure wireless connection provided by the school system, but all access must be in accordance with this Regulation for Acceptable Use of the Internet and Electronic Communication Systems, the School's Student Handbook, and the mission of the school district. Ability for students to use their own devices at school or in a particular class is at the sole discretion of the building administrator and/or classroom teacher. Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts or by any manner other than connecting through the secure wireless connection provided by the school system.

Each user is responsible for his/her personal device and should use it responsibly and appropriately. Stamford Public Schools takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. It is the responsibility of each individual to secure their device when not in use.

Use of Web 2.0/3.0 Tools: Classroom blogs, wikis, student e-mail, podcasts, Google Apps accounts, online curriculum software/websites or other Web interactive tools must follow all established Internet safety guidelines. Staff and students using blogs, podcasts or other web tools for educational purposes are expected to act safely. Students using such tools agree to not share their username or password with anyone other than their teachers and parents and treat blog spaces and online spaces, or discussion forums, as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog. Users who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences consistent with the district discipline policies.

Regulation Adopted: June 27, 2000.

Amended: June 25, 2002

Amended: July 24, 2012

Amended: April, 2016

Statement of Non-Discrimination: This institution is an equal opportunity provider and employer.

Please let us know if you need this document translated.

Déjenos saber si usted desea que este documento sea traducido.

Tanpri, fè-n konnen si-w bezwen dokiman sa-a an Kreyòl

Important Information

Stamford Public Schools is committed to a policy of equal opportunity for all qualified persons. Stamford Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information & testing, Family & Medical Leave, protected veteran status, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Stamford Public Schools provides equal access to Boy Scouts of America and other designated youth groups. Stamford Public Schools does not unlawfully discriminate in employment against qualified persons with a prior criminal conviction.

Stamford Public Schools prohibits Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

For further information, visit the US Department of Education website or call (800) 421-3481. Inquiries and reports regarding Stamford Public Schools' nondiscrimination policies should be directed to:

District Coordinator: Title IX, the Americans With Disabilities Act (ADA) & Age Discrimination Act	Christopher P. Soules, Esq. Executive Director of Human Resources Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 csoules@stamfordct.gov (203) 977-5598
District Coordinator: Section 504	Michael S. Fernandes, Ed.D. Associate Superintendent for Intervention & Student Support Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 mfernandes@stamfordct.gov (203) 977-5684

District Coordinator: Safe School Climate	Juan Pazmino Director of Community & Family Engagement Stamford Public Schools 888 Washington Blvd., Stamford, CT 06901 mmeyer@stamfordct.gov 203-977-5620
SCHOOL BASED COORDINATORS The principal of each school serves as the School’s Safe School Climate Specialist and Title IX Coordinator.	
State of Connecticut Department of Children & Families (DCF) Careline: 1-800-842-2288	

Annual Notices

Please see the District’s Annual Notice page for important information and annual notices. Website posting is one of the ways the district shares required information each year. While all District policies are important, there are several important notices, policies, regulations and forms that can be found on the District’s Annual Notice page. These notices include, but are not limited to, FERPA; Bullying & Harassment; Title IX; Complaint Form; Complaint Form Re: Transportation Safety; Food Allergies / Request for Meal Modifications; Student Data Privacy Contracts; Connecticut Safe Sports Policy, Child Abuse Prevention & Grooming Information Sheet; Safe School Climate Plan.

Remember to check these links often as these documents may be revised and updated throughout the year.

All Board of Education Policies & Regulations:

www.stamfordpublicschools.org/board-of-education/policies-and-regulations

If you would like a hard copy of any of this information, please speak with your building principal.

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Community Relations

Distribution of Printed Materials

No advertisements or announcements other than advertisements or announcements relating to school or school-sponsored activities are to be read, distributed, or displayed on the school premises, except with written authorization of the Superintendent of Schools or his designee. Any such communications that disrupt the educational process shall not be permitted.

Legal Reference:

- Connecticut General Statutes
- 9-369b Explanatory text relating to local questions.

Policy adopted:

September 10, 1963

Amended:

November 12, 1974

December 12, 1978

November 28, 2000

April 24, 2015

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Community Relations

Distribution of Materials (continued)

Distribution of Materials

I. Guidelines

Individuals, including students, may have the right to distribute on school premises, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. contains indecent, vulgar, profane or lewd language;
4. advertises any product or service not permitted to minors by law;
5. is for the purpose of further the interests of any political party, the campaign of any political candidate or the advocacy of any political issue;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in these categories

is prohibited. **II. Procedures for Distribution of Materials**

In an effort to be more environmentally friendly, to utilize innovative technology, and to reach more families directly, the Stamford Public Schools (SPS) utilizes an electronic flyer delivery vendor.

Requests for flyer distribution will be submitted electronically. Requests that conform to the Stamford BOE Policy 1140 and are approved by the Office of Public Affairs will be available on the district website and on the school(s) website for which the request was made. Families will also receive an e-mail with a link to the electronic flyers (eFlyers) and will have the ability to manage their own delivery preferences for those e-mails. Any flyer from a not-for-profit, 501(c)(3)-designated organization hosting an educational event, or a for-profit organization that is offering an instructional or education camp while schools are out of session, may be approved.

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Community Relations

Distribution of Materials (continued)

II. Procedures for Distribution of Materials (continued)

All organizations must submit flyer requests electronically and may be required to pay a per-school fee for distribution of the eFlyer to the vendor. The fee charged is dependent upon the terms of the contract between the district and the vendor. Individual schools and school organizations, such as PTOs will have the ability to create and send eFlyers to their families and post on their school website free of charge.

III. Procedures for Distribution of Written Material (On Exception Basis)

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building Principal at least twenty-four hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within twenty-four hours of submission, the Principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this regulation. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by the school, the administration, the Board or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within twenty-four hours of submission, the person will contact the building Principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

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Community Relations

Distribution of Materials (continued)

III. Procedures for Distribution of Written Material (On Exception Basis) (continued)

If the person is dissatisfied with the decision of the Principal, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three school days of submitting the appeal, the person will contact the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process, the person submitting the request will have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by the District, the Board, the administration or the individual reviewing the material submitted.

IV. Time, Place and Manner of Distribution

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material is limited to a reasonable time, place and manner as follows:

1. The material will be distributed from a table set up for the purpose in a location designated by the Principal, which location will not block the safe flow of traffic or block the corridors or entrance ways, but which will give reasonable access to students.
2. The material will be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

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Community Relations

Distribution of Materials (continued)

V. Definitions

The following definitions apply to the following terms used in

this policy: 1. **“Obscene to minors”** is defined as:

- (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
- (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
- (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.

2. **“Minor”** means any person under the age of eighteen.

3. **“Material and substantial disruption”** of a normal school activity is defined as follows:

- (a) Where the normal school activity is an educational program of the District for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
- (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), “material and substantial disruption” is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

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Distribution of Materials (continued)**V. Definitions** (continued)

4. **“School activities”** means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. **“Unofficial”** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. **“Libelous”** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. **“Distribution”** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

VI. Disciplinary Action

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VII. Notice of Policy to Students

A copy of this regulation will be published in student handbooks and posted conspicuously in school buildings.

1140R**Community Relations****Distribution of Materials by Students** (continued)

Additional material to consider:**1. Student Participation**

No student shall be forced to participate in the distribution of any non-school materials in the schools.

2. Political Campaign Materials

Subject to the approval of the Superintendent, each building principal shall establish rules and regulations governing the distribution of political campaign materials in the school building during election campaigns in order to afford opportunity for all viewpoints to be considered. No student shall be forced to participate in the distribution or receipt of any political materials.

3. Special Interest Materials

No mailing lists of students or employees of the District shall be given to individuals, organizations or vendors for the purpose of distributing materials without the written approval of the appropriate records custodian.

4. Advertising in the Schools

Advertising in the student publications may promote products by brand name except that commercial ads promoting the sales of any controlled substance or drug paraphernalia are prohibited.

5. Relations with Political Organizations

Political candidates or political parties shall be prohibited from promoting candidates or political party activities in school buildings during school hours except as they might be invited to speak, either as part of a class project or as part of the instructional program, as provided in the policy on controversial speakers.

1140R**Community Relations****Distribution of Materials by Students (continued)****Additional material to consider:**

5. Relations with Political Organizations - Continued

Such organizations may use school facilities according to Board policy.

The circulation of petitions is not permissible when done during an employee's or student's assigned working hours.

Regulation approved:

May 26, 2015

Regulation amended:

November 25, 2016

**5005/
4000.2**

Students Bullying Behavior in the Schools

The Stamford Board of Education ("Board") is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law, it is the policy of the Board that any form of bullying behavior, whether in the classroom, on or off school grounds, on a school bus or other form of transportation owned or used by the Board, or at school-sponsored events, is expressly forbidden.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

The Superintendent or designee shall be responsible for developing and implementing administrative regulations in furtherance of this policy. As provided by statute, such regulations shall:

- (1) enable students to anonymously report acts of bullying to school employees and require that students and parents or guardians to be notified annually of the process by which they may make such anonymous reports,
 - (2) enable the parents or guardians of students to file written reports of suspected bullying,
 - (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or school administrator if the safe school climate
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specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

(4) require the safe school climate specialist to supervise the investigation or school administrator if such safe school climate specialist is unavailable of any written reports and to review any anonymous reports (except that no disciplinary action shall be taken solely on the basis of an anonymous report),

(5) include a prevention and intervention strategy, as defined by this policy, for school staff to deal with bullying,

(6) provide for the inclusion of language in student codes of conduct concerning bullying,

(7) require school administrators of each school to notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and to invite them to attend at least one meeting to communicate the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

(8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and within available appropriations,

report such number annually to the Department of Education, in such manner as prescribed by the Commissioner of Education;

(9) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(10) identify the appropriate school personnel as the safe school climate specialist responsible for taking a bullying report and investigating the complaint.

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. § 10-220a.

The notification required pursuant to subdivision (7) shall include a description of the response of

school staff to such acts and any consequences that may result from the commission of further acts of bullying. Such regulations may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERP A") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "Bullying" is defined an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. Bullying shall include but not be limited to a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socio-economic status, academic status, physical appearance, or mental, physical developmental or sensory disability or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school transportation) that is sponsored, recognized or authorized by the Board of Education.

For the purposes of this policy, "Prevention and Intervention Strategy" may include, but shall not be limited to, (1) implementation of a positive behavioral supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education, 2) a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (6) inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school, (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff, (8) school-wide training related to safe school climate, and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policies on student discipline, suspension and expulsion.

Staff who engage in bullying shall be subject to discipline up to and including termination.

This policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

The Board shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after

approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References: Conn. Gen. Stat. § 10-222d
 Conn. Gen. Stat. §§ 10-233a through 10-233f
 Public Act No. 08-160

Policy Adopted:

March 25, 2003

Policy Amended:

February 23, 2010

November 22, 2011

October 25, 2022

5005R/4000.2

Administrative Regulations Concerning Bullying Behavior

The following sets forth the procedures to implement the Board Policy concerning the prohibition against bullying. Bullying behavior is strictly prohibited, and those who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school, in accordance with the Board's Student Discipline policy, or discipline up to and including termination for a staff member. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies.

I. Definition:

In accordance with Board policy, "bullying" is defined an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. Bullying shall include but not be limited to a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socio-economic status, academic status, physical appearance, or mental, physical developmental or sensory disability or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Cyberbullying” is defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

In accordance with this definition, the following factors should be considered before identifying conduct as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for misconduct.

- **Location.** Bullying behavior in violation of Board policy may occur on or off school grounds, at a school-sponsored activity, or on school transportation. Conduct that occurs off-campus, (e.g. physical intimidation in the community) is considered bullying under the Board's Policy and this Regulation if it has a direct and negative impact on a student's academic performance or safety in school. Cyber-bullying, which is the use of electronic equipment to commit acts of bullying, is also considered bullying.

- **Types of conduct.** Bullying can take many forms and can include many different behaviors. Examples of conduct that could constitute bullying include, but are not limited to:

1. Physical violence and/or attacks;
2. Verbal taunts, name-calling and put-downs, including taunts based on race, ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics such as socioeconomic status or physical appearance;
3. Threats and intimidation (through words and/or gestures);
4. Extortion or stealing of money and/or possessions; and/or
5. Cyberbullying.

II. Complaint processes

A. Publication of the policy and regulations against bullying

This policy and the applicable regulations shall be included in the school district's publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

B. Appropriate school personnel

All school administrators are charged with the responsibility of taking reports of bullying and appropriately investigating them. Reports may be made to any building administrator.

C. Written complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying and are strongly encouraged to use the district's form to do so. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying,

including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any building administrator for review and action in accordance with Section III below.

D. Verbal complaints by Students

Students may also make verbal complaints of conduct that they consider to be bullying by verbally reporting to a teacher, substitute teacher, administrator, school superintendent, paraprofessional, coach or other professional employee such as a guidance counselor, school psychologist, nurse, physician, social worker, therapist any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. The individual recipient who receives a verbal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the recipient of the verbal complaint shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action in accordance with Section III below.

E. Anonymous complaints

Students who make complaints of bullying to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist, may request that their name be maintained in confidence by the staff member who receives the complaint. Should anonymity be requested, the principal or their designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

III. Staff responsibilities and intervention strategies

A. Teachers and other school staff

1. Teachers and other school staff, who witness acts of bullying, as defined above, shall promptly notify the building principal and/or his/her designee in writing of the events observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student reports of suspected bullying shall promptly notify the building principal and/or designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or designee. If the report is a verbal complaint by a student that is received by a teacher, administrator or other professional employee, they shall prepare a succinct written report of the verbal complaint, which shall be forwarded promptly (no later than the next school day) to the building principal or designee. If the report is a verbal complaint by a student that is received

by other school staff, this employee shall verbally report the matter to the principal and/or designee promptly (no later than the next school day).

2. In addition to addressing both verbal and written complaints, teachers and other professional employees are encouraged to address the issue of bullying in other interactions with students. Teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

B. Administrator responsibilities

1. Investigation

a. The principal (or other responsible program administrator) shall be promptly notified of any written or verbal complaint of suspected bullying received by any building administrator, teacher or other professional employee. Under the direction of the building principal or their designee, all such complaints shall be investigated promptly. In order to allow the district to adequately investigate all written complaints, the parent of the student suspected of being bullied must complete a consent form that permits the district to release that student's name to those third parties who the district contacts as part of its investigation of that complaint. With regard to the investigation of verbal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

b. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, which may include disciplinary action. Where appropriate, written witness statements shall be attached to the report.

c. Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that their report be anonymous.

2. Remedial actions

a. Verified acts of bullying shall result in intervention by the building principal (or other responsible program administrator) or designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced with the goal that any such bullying behavior will end as a result.

b. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in school suspension, suspension or

expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. The following sets forth possible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

C. Addressing bullying behavior

1. Non-disciplinary interventions when verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

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

In any instance in which bullying is verified, the building principal (or other responsible program administrator) shall invite the parents or guardians of the perpetrator and the parents or guardians of the bullied student to attend at least one meeting. In the discretion of the building principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately.

2. Disciplinary interventions

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

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving the individual an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board, or an impartial hearing officer designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

In those cases where bullying behavior has occurred off campus (and outside of any school-sponsored activity), discipline for such conduct may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

3. Interventions for bullied students

The building principal (or other responsible program administrator) or designee shall intervene in order to address multiple incidents of bullying against a single individual. Intervention strategies for a bullied student may include, but are not limited to, the following:

a. Counseling;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation where appropriate.

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Connecticut Department of Education;
 - b. A school survey to determine the prevalence of bullying;
 - c. Establishment of a bullying prevention coordinating committee with broad representation to review school climate survey results and implement appropriate strategies;
 - d. Active adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
 - e. Inclusion of grade-appropriate bullying prevention curricula;
 - f. Individual interventions with the perpetrator, parents and school staff, and interventions with the bullied student, parents and school staff;
 - g. School-wide training related to safe school climate;
 - h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - i. Respectful responses to bullying concerns raised by students, parents or staff; j. Planned professional development programs addressing prevention and intervention strategies;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students and others;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
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IV. Reporting obligations

A. Report to the parent or guardian of the perpetrator

If after investigation, acts of bullying by a specific student are verified, the building principal (or other responsible program administrator or designee) shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the parent or guardian of the victim

If after investigation, acts of bullying against a specific student are verified, the building principal (or other responsible program administrator or designee) shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law.

C. List of verified acts of bullying

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

D. Report to Department of Education

Within available appropriations, the principal of each school shall report the number of verified acts of bullying in the school annually to the Connecticut Department of Education, in such manner as prescribed by the Commissioner of Education.

Legal References: Conn. Gen. Stat. § 10-222d Conn. Gen. Stat. §§ 10-233a through 10-233f
Public Act No. 08-160 Regulation Adopted: April 27, 2004 Revised: July 13, 2010

5131

Students

Student Behavior

The Stamford Board of Education ("Board") recognizes that the school is a community with rules and regulations. Those who would enjoy the rights and privileges of this community must also accept the responsibilities that membership demands, including respect for and obedience to school rules.

The Board believes that the majority of students in the Stamford Public Schools want the best education possible, an education that depends on safe, orderly classrooms and schools. The Board is determined to take whatever measures are necessary and legally available to guarantee the continued orderly operation of the schools.

The Board considers misbehavior in any part of a school facility as serious as misbehavior in a classroom. The school facility includes all parts of the school building, the school grounds, on school buses; or any location where a school-sponsored activity takes place. In addition, certain misconduct, such as sale or distribution of controlled substances, weapons possession and/or use or violent acts, either committed or threatened, may be disruptive of the educational process and may properly be the subject of disciplinary action under the policy.

Rights and Responsibilities

The Board has established as a basic premise that an equal educational opportunity will be provided to all students in the district. It is, therefore, the responsibility of all school personnel to maintain an educational environment which is conducive to the best possible learning situation where each student has the right to a successful classroom experience.

A. Rights

Students, Parents and school personnel have the responsibility to respect the following rights of all persons involved in the educational process:

1. The right to a safe, secure, and disciplined environment in which the best possible education can occur.
2. The right to be treated in a respectful, courteous manner as befits one human being relating to another.
3. The right to mutual support and assistance in the various aspects of the educational process.

It is not possible to list all the rights and responsibilities of the members of the Stamford Public school community. The generalized statement is intended to emphasize this community's belief in the interdependency of rights and responsibilities. No member can exercise rights without also assuming a corresponding degree of responsibility. The right to a safe, secure and disciplined environment brings with it the responsibility to refrain from activities which lessen others' access to this same right. One's right to be treated in a respectful, courteous manner entails the responsibility to exercise like behavior toward all others. Finally, the right to mutual support and assistance presumes that all members will, in turn, lend their best efforts to the common benefit.

B. Responsibilities

1. Student Responsibilities:

- a. Respecting the authority of teachers, administrators and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.
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- b. Behaving in school, school facilities and in school sponsored activities in a manner that does not disrupt or interfere with the rights of other students and staff.
- c. Abiding by the standards of conduct and rules and regulations governing discipline established by the Board and the school.
- d. Attending school and assigned classes daily on time and for each full term.

2. Parent Responsibilities (As used herein, the term parent shall be interpreted to include the student's parent, legal guardian, or other adult acting as a parent to the student):

- a. Accepting and respecting the right of the Board to require discipline standards of behavior for all students and for all non-students while on campus and school facilities, and, under certain circumstances, when off school grounds.
- b. Reviewing district policy and school discipline rules and regulations with family members to ensure all are familiar with and understand the standards of conduct expected by school authorities on school campuses and school facilities, and, under certain circumstances, when off school grounds.
- c. Cooperating with school officials in working toward a solution to a student's problem and carrying out appropriate discipline penalties when such action is necessary.
- d. Seeking out, when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

3. Teacher Responsibilities:

- a. May review with classroom students at the start of every semester discipline policy and school rules and regulations regarding discipline.
 - b. Consistently and fairly enforcing district policy, school rules and regulations regarding discipline.
 - c. Providing well-planned teaching by establishing lesson/course objectives with varied learning activities that allows students the opportunity to pursue studies successfully in an orderly environment conducive to learning.
 - d. Communicating with students and parents regarding behavior problems and proposed solutions.
 - e. Reporting promptly any continuing student behavior problems to
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appropriate site personnel.

f. Assuming the responsibility for the supervision of students in the school facility as per teacher's schedules in order to maintain control and to ensure the safety and welfare of all concerned.

4. Building Administration Responsibilities:

a. Establishing school rules and regulations in conformance with district discipline policy that will ensure an education program free from disruption for all students. Suggestions from the teaching staff should be encouraged and considered.

b. Communicating to parents, staff and students established district policy and school rules and regulations regarding discipline.

c. Enforcing consistently and fairly district policy and school rules and regulations regarding discipline.

d. Assisting students, parents, and staff in early identification of behavior problems and in seeking solutions or remedies for causes of misconduct,

e. Following through on teacher discipline referrals,

f. Contacting police or other authorities when appropriate.

5. Central Administration Responsibilities:

a. Establishing procedures to carry out Board policy.

b. Ensuring that due process is adhered to in all cases of disciplinary action. c. Maintaining and facilitating the educational process.

d. Supporting all school personnel performing their duties within the framework of the district policy.

6. Board of Education Responsibilities:

a. Holding its employees responsible for:

1) the proper conduct and control of students while legally under the supervision and jurisdiction of the school, and

2) maintenance of order within the school

b. Supporting all personnel acting within the framework of district policy.

7. Community Responsibilities:

a. Acknowledging the right of the Board, its administration, and school site personnel to carry out district discipline policy and school rules and regulations established in the interest of maintaining the best educational environment in all classrooms and in all campuses of the City schools.

- b. Cooperating with the Board, its administration, and school site personnel in providing alternative educational programs and appropriate remedial services or programs to reduce or eliminate student misconduct.

C. Notification of Rights and Responsibilities

The Board's policy and regulations on student behavior and disciplinary proceedings shall be distributed to all students. The principal of each school shall take steps to ensure that all rules pertaining to the discipline of pupils are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

D. Equal Educational Opportunity

No student shall be subject to discrimination on any basis prohibited by law, including race, sex, color, national origin, age religion, sexual orientation disability or any other status protected by law as to any disciplinary proceedings.

E. Complying with the Law

The Board will comply with all state and Federal Laws considering student behavior.

Policy Adopted:

September 10, 1953

Amended:

May 24, 1963

October 23, 1973

August 19, 1975

October 2, 1990

June 27, 2000

October 25, 2022

5131R

Students

I. STUDENT BEHAVIOR

The Stamford Board of Education ("Board") extends rights and privileges to students in the public schools. It also requires the acceptance of responsibilities on the part of the students. The maintenance of an orderly atmosphere in the school demands respect for, acceptance of, and obedience to rules and standards of behavior.

The Board recognizes the need to publish the rights, responsibilities and regulations affecting the total school community. Student discipline policies and procedures shall be distributed to students and parents at the beginning of each school year. Policies and regulations shall be publicized within each school and

explained in assembly programs at the start of each school year.

II. DEFINITIONS

A. "Bullying" is defined an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. Bullying shall include but not be limited to a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socio-economic status, academic status, physical appearance, or mental, physical developmental or sensory disability or by association with an individual or group who has or is perceived to have one or more of such characteristics.

B. "Cyberbullying" is defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

C. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and a dog that has been commanded to attack.

D. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.

E. "**Exclusion**" shall be defined as any denial of public school privileges to a pupil for disciplinary purposes.

F. "Firearm" means 1) any weapon (including a starter gun) which will or is designed to or may readily be convened to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the weapons described herein.

G. "Martial arts weapon" means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star. L.

H. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

I. "**Removal**" shall be defined as an exclusion from a classroom for all or part of a

single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

J. **"In-school suspension"** shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive 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, and provided further that no pupil will be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one year, whichever results in fewer days of exclusion.

K. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation services only for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed and provided further that no pupil shall be suspended more than ten (10) times or a total of fifty (50) days in one school year whichever results in fewer days of exclusion, unless such pupil is granted a formal hearing as provided below. Reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute a suspension.

L. **"Expulsion"** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days, and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. Notwithstanding the foregoing, reassignment of a pupil to a regular classroom in a different school in the school district shall not constitute an expulsion. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.

M. **"Emergency"** shall be defined as a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of the pupil as possible.

N. **"Days"** shall mean days when school is in session for pupils.

O. **"Martial arts weapon"** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star. L.

P. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

Q. **"School sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

R. **"Vehicle"** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

III. ACTIONS LEADING TO DISCIPLINARY ACTION, INCLUDING SUSPENSION AND/OR EXPULSION

A. Conduct on school grounds or at a school sponsored activity may be cause for suspension when such conduct:

1. Violates a publicized policy; or
2. Seriously disrupts the educational process; or
3. Endangers persons or property.

B. Conduct off school grounds below may be cause for suspension when such conduct:

1. Violates a publicized policy of the Board and;

2. Seriously disrupts the educational process.

C. Conduct on school grounds or at a school sponsored activity may be cause for expulsion when such conduct:

1. Violates a publicized policy; and
2. Seriously disrupts the educational process; or
3. Endangers persons or property.

D. Conduct off school grounds may be cause for expulsion when such conduct:

1. Violates a publicized policy; and

2. Seriously disrupts the educational process.

E. The following conduct is prohibited and will be considered cause for suspension and/or expulsion. This list is illustrative only and not all inclusive and any conduct falling into the categories above in this section can serve as grounds for imposition of discipline:

1. Threatening, harassing or intimidating another member of the school community in any manner, including orally, in writing, via electronic communication, or by gestures or other physical behavior such as stalking. Members of the school community include any school employee, fellow student, consultant, volunteer, or visitor to a school;
 2. Use of physical force against another person which is not reasonably necessary for self-defense;
 3. Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear;
 4. Willfully causing, or attempting to cause, damage to school property;
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5. Possession, use, transmission or being under the influence of any narcotic drug, hallucinogenic drug, performance enhancing drug, amphetamine, barbiturate, marijuana, cocaine, alcoholic beverage, or intoxicant of any kind including inhalants, prescription drugs for which the possessor, user or transmitter has no legal prescription, or drug paraphernalia;
 6. Possession or transmission of a facsimile of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana;
 7. Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
 8. Possession or transmission of any weapon, including but not limited to any firearm, deadly weapon, dangerous instrument, martial arts weapon, knife, box cutter, razor, blade, chemical sprays, electroshock weapons or facsimile of any weapon or instrument;
 9. Using or copying the academic work of another and presenting it as his/her own without proper attribution;
 10. Possessing, smoking or consuming tobacco products or using vapor products and electronic devices that simulate smoking by delivering nicotine or other substances by the inhalation of a vapor on school grounds;
 11. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 12. Intentional and successful incitement of truancy by other students;
 13. Bullying or cyberbullying, including such conduct that may occur outside of the school setting if such bullying (1) creates a hostile environment at school for the victim; (2) infringes on the rights of the victim at school; or (3) substantially disrupts the education process or the orderly operation of a school;
 14. Any violation of the Boards policies prohibiting sexual, racial and other unlawful harassment including any act of harassment based on an individual's race, color, national origin, sex, age, disability, sexual orientation, gender identity or expression of religion or other lawfully protected class status;
 15. Intentional incitement which results in an unauthorized occupation of any part of a school or other facility owned by any school district;
 16. Participation in an unauthorized occupancy of any part of any school or school premises or other building owned by any school district and failure to leave such school premises or other facility promptly after having been directed
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to do so by the principal or other person in charge of such building or facility;

17. Making false bomb threats or other threats to the safety of students, staff members and/or other persons;

18. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property system or the use of such property or system for unauthorized or non-school related purposes;

19. Creating, using, accessing, uploading, downloading, possessing, transmitting or distributing pornographic, obscene, sexually explicit, harassing, threatening or illegal material or communications including but not limited to electronic data and communications;

20. Violation of any other Board policy, rule, agreement, or directive dealing with student conduct, including that dealing with conduct on school buses and the use of school district equipment; or

21. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property.

E. Mandatory Expulsions

A. student shall be recommended for expulsion for one full calendar year when the Superintendent reasonably believes that a student:

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. §921 as amended from time to time; or

2. off school grounds, possessed a firearm as defined in 18 U.S.C. §921, in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or a martial arts weapon in the commission of a crime; or

3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 1a-277 and 21a-278.

4. In keeping with Conn. Gen. Stat. § 10-233d and the Federal Gun Free Schools Act, it shall be the policy of the Board to expel a student for one full calendar year for bringing a "firearm as defined in 18 U.S.C. 921" to school, as that term is defined above. The Board may modify the period of expulsion on a case by case basis.

F. Police Referrals

Any student charged with a school-related offense or breach of conduct that is serious or criminal in nature may be referred to the state or local police department. If a student physically assaults a teacher or other school employee on school property or in the performance of school duties, and such teacher or employee files a written report with the school principal based upon the assault, the school building principal shall report such physical assault to the local police authority. In cases where a student has brought a weapon, firearm or deadly weapon to school in violation of the Board's mandatory expulsion policies, the student shall be referred to the local police. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

G. Examples of Corrective Measures

1. Counseling
 2. Conferences
 - a. student -teacher(s)
 - b. parent-teacher(s)
 - c. student-parent-teacher(s)
 - d. administration with a, b, or c
 - e. administration - student and/or parent
 3. Behavior Contract
 4. Daily conduct reports to parents
 5. Adjustment of school program
 - a. alternate learning class
 - b. shortened school day
 - c. alternate school
 - d. schedule changes
 - e. work-study program
 6. Services of support personnel
 - a. home visits
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- b. peer interaction group sessions
- 7. Referral to Planning and Placement Team
- 8. Referral to Court. e.g.
 - a. Family with services needs
 - b. Educational neglect
- 9. Discipline
 - a. Removal; in or out of school suspension; expulsion

H. Examples of Punitive Measures

- 1. Detention
- 2. Denial of privileges
- 3. Denial of school-provided transportation
- 4. Removal from Class
- 5. In-school suspension
- 6. Suspension
- 7. Expulsion
- 8. Restitution
- 9. Lowering of academic grades for academic misbehavior, e.g. cheating and talking during exams and plagiarism

I. Unacceptable Measures

The following corrective or punitive measures shall not be used in the Stamford Public Schools.

- 1. The lowering of academic grades or credit for punitive reasons related to nonacademic misbehavior rather than to the quality of work performed by the student.
- 2. Corporal Punishment
 - a. Paddling;
 - b. Spanking; or
 - c. Inflicting physical discomfort.
- 3. Verbal Abuse

NOTE: The Board recognizes the right of staff members to use reasonable force to

the degree necessary in order to (1) protect him/herself or others from immediate physical injury; (2) to obtain possession of a weapon or dangerous instrument or controlled substance, (3) to protect property from physical damage, or (4) to restrain a minor student or to remove a minor student to another area to maintain order.

IV. DISCIPLINARY ACTIONS

The Board requires that the resolution of disciplinary problems proceed with careful observance of all legal requirements and that due process be afforded in all circumstances. When disciplinary action is necessary, any party involved who does not speak or comprehend English shall be provided with an interpreter.

When disciplinary action of a student with disabilities is necessary, school system personnel will comply with the applicable regulations, statutes, and case law concerning students with disabilities, as well as the procedures set forth in Section II (H).

A. PROCEDURES: Disciplinary Actions - Generally

1. Teachers should seek parental involvement and cooperation in the correction of inappropriate behaviors. This may be arranged through telephone contact and/ or informal conferences.

2. Teachers may use a variety of corrective measures in dealing with inappropriate student behaviors (see Section I (G). In cases requiring use of special services, changes of a school program or schedule, or a referral to court, teachers should seek administrative involvement.

3. Teachers may use a variety of punitive measures in dealing with inappropriate student behaviors (see Section I(H), up to removal from the classroom, as outlined in Section II(B) below. In cases requiring more serious discipline than removal, teachers should seek administrative involvement. Teachers should also seek administrative involvement and cooperation in the correction of persistent, inappropriate behavior.

4. Administrative involvement should be done through a discipline referral. A discipline referral seeking administrative intervention should be in writing and include:

- a. the name of the student;
- b. the date and time of the offense if a single incident is involved;
- c. the name of the teacher; and
- d. the nature of the offense(s).

5. The administrator receiving the discipline referral may use a variety of corrective and/or punitive measures (see Section I (G) and (H). An administrator has the authority to impose an in-school suspension, a suspension, or to institute program

or schedule changes, in accordance with procedures established by the Board.

6. The administrator receiving the discipline referral should make a written record, noting the disposition of the case and send a copy of such record to the affected teacher(s).

B. PROCEDURES: Removal

1. Removal of a pupil by a teacher is authorized when such pupil deliberately causes a disruption of the educational process within the classroom.

2. When a teacher removes a pupil from class, the teacher shall make a verbal explanation to the student and refer him/her to a designated area and shall immediately inform the building principal, or his designee in writing of:

- a. the name of the pupil against whom the removal action was taken, and
- b. the reason for the action.

3. A pupil removed from class is to be given the opportunity to complete class work.

4. If a pupil is removed from class more than six times in any school year or more than two (2) times in one week, then for each such additional removal the pupil shall be referred to the building principal or his/her designee, granted an informal hearing and afforded the following rights:

- a. the pupil shall be informed of the reason for the removal
- b. the pupil shall be given an opportunity to explain the situation. Appropriate corrective or punitive action should be taken to change the misbehavior.

5. Parents should be informed by an administrator when it is necessary to take measures under this

Section. C. PROCEDURES: In-School Suspension

1. School administrators may impose an in-school suspension only in cases where a pupil's conduct endangers persons or property, seriously disrupts the educational process, violates a publicized policy of the Board of Education, or in other appropriate circumstances as determined by the school administrator or designee.

2. The in-school suspension may not:

- a. exceed five (5) consecutive school days;
- b. extend beyond the school year; or
- c. be imposed more than fifteen (15) times or more than a total of fifty (50) days in one school year, whichever is less.

3. In-school suspension may not be imposed on a student without an informal

hearing by the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation.

D. PROCEDURES: Suspension

1. The principal of a school, or his/her designee on the administrative staff of the school, shall have the right to invoke suspension for a period of up to ten (10) days or to invoke in school suspension for a period of up to five (5) days, of any pupil where he/she has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board, or conduct off school grounds which is seriously disruptive of the educational process-and violates a publicized policy of the Board.

2. Except in an emergency situation, prior to making a decision to suspend, the principal or his/her designee shall conduct an informal hearing with the student at which the principal or his/her designee shall:

- a. give oral notice of the charge(s) to the pupil;
- b. give an oral explanation of the evidence to the pupil if the pupil denies the charges; and
- c. give the pupil an opportunity to explain the situation.

If there is an emergency, the principal or designee may suspend a pupil immediately. In such a case the informal hearing required for a suspension should be conducted as soon after the suspension as possible. An emergency is a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such disruption of the educational process that the student should be excluded pending the holding of a hearing.

3. If a student is suspended, the following steps should be taken:

- a. by telephone, the principal or his/her designee shall attempt immediately to notify the parent or guardian of the student about the suspension and state the cause leading to the suspension;
 - b. whether or not telephone contact is made with the parent, the principal or designee, shall forward a letter to such parent or guardian within one school day of the suspension, and offer the parent or guardian an opportunity for a conference;
 - c. at such conference, the student, parent(s) or guardian(s) and/or their representative shall be informed specifically of the charges and the suspension period imposed;
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d. within twenty-four (24) hours of the suspension of the pupil, the principal or designee taking such action shall notify the Superintendent or designee of the following:

(1) the name of the pupil; and

(2) the reason for the action;

e. if the student was suspended for a serious breach of conduct, or conduct for which expulsion is mandatory, the Superintendent shall promptly schedule an expulsion hearing before the Board of Education or a duly appointed hearing officer, preferably to take place before the end of the period of suspension;

f. if a student is emancipated, any notice required by this policy shall be given to the student and the building principal involved. No notice is required to be given to the student's parent(s) or guardian(s);

g. textbooks and homework are to be provided to the pupil. Any pupil excluded by suspension shall be given an opportunity to complete any classwork, including but not limited to examinations, which such pupil missed during the period of suspension;

h. at the first regular monthly Board meeting, the Superintendent of Schools shall report any cases of pupil suspension during the previous month to the Board of Education.

4. Notwithstanding the provisions enumerated above, no pupil shall be suspended more than ten (10) times or a total of fifty (50) days, during one school year, whichever is less, without a formal hearing before the Board or duly appointed hearing officer.

5. For any pupil who is suspended for the first time pursuant to this section and who has never been expelled pursuant to section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

5. Whenever a pupil is suspended, notice of the suspension and the conduct for which the pupil was suspended shall be included on the pupil's cumulative educational record. Such notice shall be expunged from the cumulative educational record if a pupil graduates from high school, or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (5) of this section, such notice shall be expunged from the cumulative educational record by the Board (1) if the pupil graduates from high school, or (2) if

the administration so chooses, at the time the pupil completes the administration-specified program and meets any other conditions required by the administration pursuant to said subsection (5), whichever is earlier.

6. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.

E. PROCEDURES: Return from Suspension

1. A student shall return to school when the suspension period has elapsed.

2. A parent or guardian shall accompany the student to school upon his/her return from suspension.

3. If a student placed on a school-level suspension fails to return to school at the termination of the suspension, the following procedure is to be followed:

- a. when a student does not return from a suspension on the appropriate day, a telephone call is to be made that day to the student's home;
- b. when the parent/guardian cannot be reached by telephone, or if said telephone call does not result in the return of the student to school, the attendance assistant is to be sent to the student's home;
- c. if the attendance assistant is unable to arrange for the student's return to school, a certified letter, return receipt requested, is to be sent to the parent notifying him/her to come to the school; and
- d. if the preceding steps are not successful in returning a student to school, a referral is to be made to central office administration.

F. PROCEDURES: Expulsion

1. The Board has the right to expel any pupil where the Board has cause to believe that the student engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of Education, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

2. A principal may request expulsion of a pupil in a case where the principal feels suspension is not sufficient and where the principal has cause to believe that the student engaged in conduct on school grounds or a school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or is violative of a publicized Board policy, or conduct off school grounds which is seriously disruptive of the educational process and violates a publicized policy of the Board.

3. A principal or school administrator must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:

- a. was in possession on school grounds or at a school sponsored activity of a firearm as defined in 18 U.S.C. 921 as amended from time to time, deadly weapon, dangerous instrument or martial arts weapon.
- b. off school grounds, was in possession of such a firearm in violation of Conn. Gen. Stat. § 29-35 or did possess and use such a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime; or
- c. was engaged on or off school grounds in offering for sale or distribution a controlled substances (as defined in Conn. Gen. Stat § 21a-240(9) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278.

4. As used in this section, a firearm as defined in 18 U.S.C. 911 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a muffler or silencer, or (d) any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon (other than a short gun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel that will or may be converted to expel a projectile by explosive Or other propellant having a barrel with a bore of other propellant having a barrel with a bore of more than $\frac{3}{4}$ " in diameter). A "firearm" means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged, a "deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury and includes a "vehicle." "Martial arts weapon" means a nunchaku, kama, kasari-fundo, Octagon sai, tonfa, or Chinese star.

5. Prior to excluding a pupil by expulsion, the following steps should be taken:

- a. requests for expulsion are to be directed by the principal to the Board through the Office of the Superintendent of Schools;
 - b. upon receipt of an expulsion request, the Superintendent or designee shall conduct an inquiry within ten (10) school days of the request; the Superintendent or his or her designee may schedule an informal conference with the student and parent(s) to review the potential recommendation for expulsion, the hearing procedures, or to seek possible agreement or resolution of the situation;
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c. after the inquiry, if the Superintendent, or designee decides that an expulsion hearing is required, he/she shall forward such request to the Board within two (2) school days, except that the Superintendent must request an expulsion hearing if he/she reasonably believes that the student's conduct violated the Board's mandatory expulsion provisions:

d. when expulsion is recommended for students who have been identified as having one or more disabilities under the Individuals with Disabilities Education Act (the IDEA) or Section 504 of the Rehabilitation Act, the procedures outlined in paragraph (H) below shall be followed prior to expulsion proceedings under this section .

6. If the Superintendent recommends an expulsion hearing, the following must occur

a. Except in an emergency situation, the Board or a duly appointed hearing officer shall conduct a hearing within a reasonable time from the notice given to the Board. Whenever an emergency exists, the hearing shall be held as soon as possible after the expulsion. The hearing shall include at least three (3) Board members and an expulsion shall require three (3) affirmative votes to expel a student, provided that the Board may delegate the authority to conduct an expulsion hearing to a hearing officer in accordance with Conn. Gen. Stat. § 10-233d(b). The date for such a hearing may be extended by agreement of the parties or an unavoidable emergency;

b. The pupil (and the pupil's parent(s) or guardian(s) if the pupil is a minor) must be given reasonable prior notice of the date of the hearing;

c. The notice shall contain:

(1) the date, time and place of the scheduled hearing;

(2) the basis for the proposed expulsion including a description of the events leading to the expulsion, and the potential penalty;

(3) a statement of the pupil's rights as enumerated in this Section;

(4) a statement that the hearing is held pursuant to Section 10-233d of the Connecticut General Statutes and Stamford Board of Education Policy; and

(5) a statement that the pupil is entitled to be represented by a lawyer or other advocate of his/her choice.

d. At the hearing the pupil shall have the right to testify and produce witnesses and other evidence in his/her defense At the hearing, irrelevant, immaterial or unduly repetitious material shall be excluded;

e. A pupil is entitled to the services of a translator, to be provided by the Board, whenever the student or his/her parent(s) or guardian(s) do not speak or

comprehend the English language;

f. The student may be represented by a third party of his choice, including an attorney at his/her expense or at the expense of his/her parents.

g. The Board shall keep a record of the hearing, and the pupil shall be entitled to a copy of that record at his/her own expense;

h. The Board shall report its final decision to the pupil, parent(s) or guardian(s) of a minor pupil, stating the reasons on which the decision is based within twenty-four (24) hours after the decision is rendered. Said decision shall be based solely on evidence derived at the hearing.

7. When a student enrolls in the Stamford Public Schools during the period of expulsion from another school district, the Board may adopt the decision of the pupil's expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board or a duly appointed hearing officer, which shall be limited to a determination of whether the conduct that was the basis of the expulsion would also warrant expulsion by the Board.

8. Whenever the Board expels a student, it shall offer any such student, under sixteen years of age, an alternative educational opportunity. The Board will offer an alternative education opportunity to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board, except as follows:

The Board is not required to offer an alternative program to any pupil between the ages of sixteen and eighteen who is expelled if it is determined at the hearing that (1) the student possessed a firearm as defined in 18 U.S.C. 921 as amended from time to time or, deadly weapon, dangerous instrument, as defined in Conn. Gen. Stat. § 53a-3 or martial arts weapon on school property or at a school sponsored activity; or (2) the student offered for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9).

9. If the Board expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

10. Notice of the expulsion and the conduct for which the pupil was expelled shall be included on the pupil's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the pupil graduates from high school.

11. Whenever a pupil against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a

decision rendered, (1) notice of the pending expulsion hearing shall be included on the pupil's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

G. PROCEDURES: Return from Expulsion

1. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board; however, the Board may delegate authority for readmission decisions to the Superintendent. If the Board delegates such authority, readmission shall be at the discretion of the Superintendent. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria, which may or may not be identified in the original expulsion decision.

2. When a student is readmitted to the Stamford Public School System in advance of completing his expulsion period, the Board retains the right to make specific conditions for early return.

H. PROCEDURES: Discipline of Students with Disabilities

1. Removal, suspension and expulsion of students with disabilities must comply with the relevant statutes and case law concerning special education.

2. All students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") are to be clearly identified at the schools where they are in attendance.

3. The file on suspensions, which is kept by the principal, must clearly identify those cases involving the suspension of a student with disabilities.

4. If a student with disabilities is the subject of disciplinary action, the Special Education office should be notified immediately. The student may be removed from the situation, but unless it is an emergency no additional actions should be taken until a special education representative has had a reasonable opportunity to be involved in the decision-making, at least by telephone discussion.

5. In circumstances where a student with disabilities engages in conduct that could lead to a recommendation for expulsion, the following procedures shall apply:

a. The district shall promptly convene a planning and placement team (PPT) or Section 504 team meeting to determine whether the misconduct is a manifestation of the student's disability. A student may be suspended for up to ten (10) days pending the PPT determination.

b. If the PPT or Section 504 Team finds that the misconduct is not a manifestation of the student's disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan in

accordance with the student's IEP as modified by the PPT in light of such expulsion.

c. If the PPT or Section 504 Team finds that the misconduct is a manifestation of the student's disability, the Superintendent shall not proceed with the recommendation for expulsion. The PPT shall consider the student's misconduct and, if appropriate, revise the IEP or student accommodation plan to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff in the school.

d. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing under Conn. Gen. Stat. § 10-7 6h to contest an expulsion under subparagraph (b) above or a proposed change in placement under subparagraph (c), the child shall stay in his/her then-current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order.

e. Notwithstanding the provisions of the preceding subparagraph Cd). A student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student while in a school building, on school premises, or at a school function : 1) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; 2) carries a weapon to, or is in possession of a weapon; or 3) inflicts *serious* bodily injury upon another person (as all terms are defined by applicable law) . The interim alternative placement shall be determined by the PPT. If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or a court orders otherwise.

6. Referrals of students with disabilities to the Central Office Administration for consideration of suspension or expulsion shall also result in timely notification of same to the District Department Head for Special Education.

a. The setting of any related meetings, conferences, hearings, shall include a representative from the Special Education office.

b. The assignment of a special education representative who is familiar with and knowledgeable about the disabled pupil of concern, to participate directly in any of said meetings, conferences,, and/or hearings shall be completed by the Special Education office.

c. All considerations or procedures described herein shall have as their focal point the Individualized Educational Plan of the disabled pupil of concern. Therefore, any contemplated program changes shall be consistent with this

plan as well as any related procedural safeguards.

I. Dissemination of Policy

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

Amended:

October 2, 1990

September 12, 1995

May 14, 1996

October 8, 1996

June 27, 2000

October 25, 2022



**Mind**

- Critical
- Self regulating
- Creative

**Body**

- Active lifestyle
- Healthy choices
- Self care

**Heart**

- Emotional health
- Good character
- Positive decisions