



BRANFORD

HIGH SCHOOL

185 East Main Street, Branford, CT 06405

Main Office: 203 488 7291 | FAX: 203 315 6740 | [BHS Website](#)

THE GUIDE | 2026-2027

A handbook for the Branford High School community: students, parents/guardians, and staff. Please also refer to the Branford Public Schools District Policies on our [district's website](#).

MISSION STATEMENT

The mission of Branford High School is to prepare students to be independent and collaborative learners who are responsible, informed, and contributing members of society. In partnership with the community, we strive to provide a learning environment that supports all students in embracing diversity, acting with integrity, and achieving their personal and academic potential.

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BOARD OF EDUCATION

www.branfordschools.org

185 Damascus Road Branford, CT 06405

Peter Berdon, *Chair*
Donna Laich, *Vice Chair*
Amanda Henry, *Secretary*
Dr. Isaak Aronson
Meaghan Delucia
Adam Greenberg
Daniel Hally
Emily Johnson
Shawn Tiernan

CENTRAL OFFICE ADMINISTRATION

185 Damascus Road Branford, CT 06405

PHONE: 203 488 7276 FAX: 203 315 3505

Dr. Christopher Tranberg, *Superintendent of Schools*
Allison Moran, *Assistant Superintendent*
Blaize Levitan, *Chief Operating Officer*
Charles Cicarella, *Chief of Student Services*
Jaclyn Defilippo, *Director of Specialized Instruction*
Dr. Dianibel Aviles, *Director of Mental Health and Related Services*
Dr. Katie Wagner, *Director of Secondary Education, Grades 5-12*

BRANFORD HIGH SCHOOL ADMINISTRATION

185 East Main Street Branford, CT 06405

College Board [CEEB] # 070040

PHONE: 203 488 7291 FAX: 203 315 6740

Bus Transportation (ZUM): 855-743-3986

Lee Panagoulas, Jr., *Principal*
Joseph J. Briganti, *Seaside House Principal*
Stephanie Byrd, *Anchor House Principal*
Jessica Cavallaro, *Beacon House Principal*
Brian Zaklukiewicz, *Athletic Director*

SCHOOL HOURS AND VISITOR INFORMATION

NORMAL OPEN	90 MINUTE DELAY	NORMAL CLOSING	MINIMUM DAY
7:30	9:00	2:25	12:06

School Closings and early dismissals will be announced on:

Radio

WELI 960 AM
WEZN 99.9 FM
KC101 101.3 FM

TV

WFSB Ch. 3
WTNH Ch 8
WVIT Ch 30

PARENTS/GUARDIANS AND ALL VISITORS TO THE HIGH SCHOOL MUST CHECK IN AT THE FRONT OFFICE AND PRESENT THEIR LICENSE (ID) TO OBTAIN A VISITOR'S PASS.

BRANFORD BOARD OF EDUCATION HANDBOOK ANNUAL NOTIFICATION

The Branford Board of Education maintains a comprehensive policy manual concerning the operation of Branford Public Schools. A digital copy is included in [The Guide](#) and a hard copy is available at BPS Central Office.

EQUAL EDUCATIONAL OPPORTUNITY

Any student who feels they have been discriminated against or subject to unlawful harassment in violation of board policy should immediately bring his or her complaint to the attention of any of the following personnel: School Counselor, House Principal, Building Principal, school-based Title IX Coordinator, Safe School Climate Specialist or the District's Title IX /Human Rights Coordinator.

TEACHER/STAFF CONTACT INFORMATION

Parents/Guardians may email their student's teachers or school counselor during the school day to schedule a conference. To contact any staff member at Branford High School via email, please use this format:

First initial last name@branfordschools.org

Example: Buzz Hornet - bhornet@branfordschools.org

INFINITE CAMPUS PARENT/GUARDIAN PORTAL

In keeping with our 'open gradebook' philosophy, students and parents/guardians can view progress via the IC Portal. You will be able to see attendance records, and every assessment, assignment and class participation grade factored into a student's progress report. We hope using the IC Portal will help families have well-informed conversations about your students' progress at school. You may also use the portal to update contact information. For setup support, please contact our school counseling department.

FACULTY AND STAFF

English	Mathematics	Special Education
Colleen Lepre, <i>Department Leader</i>	Christopher Stonier, <i>Department Leader</i>	Melissa Danielson, <i>Department Leader</i>
Aaron Brenner	Shannon Carey	Meghan Heath, <i>Liaison</i>
Maile Chaplar	Danielle Craig	Rachel Barlow
John Matthiessen	Ashley Jones	Savannah Beecher
Christian Miller	Mia Lockery	Jessica Cyr
Laureen Mutuski	Megan Paul	Jaclyn Dunn
Wendy Nylan	Annemarie Raffone Dudley	Alex Larson
Jennifer Ryan	Ryan Roberts	Michelle Raszcwski
Scott Valentine	Thomas Webster	
Social Studies	World Language	ATLAS
Robert Polemeni, <i>Department Leader</i>	Kristin Mancini, <i>Department Leader</i>	Stefanie Talpey, <i>Department Liaison</i>
John Albinger	Giovanna Carbone	Lauren Farrell
Khari Beyah	Alberto Cintron	David Gruendel
Richard Biondi	Ariana Fritz	Karen Izzo
Peter Bouley	Cassandra Marinuzzi	Jennifer Miller, Social Worker
Joel Hinrichs	Elise Weisenbach	
Nicholas Rizzi	Andres Wullaert	Physical Education
Sharon Shirley		Jennifer Stackpole, <i>Department Leader</i>
David Trotta	Fine Arts	Jennifer Kohut
	Michael Martone, <i>Department Leader</i>	John Palluzzi
	FA: Art	Anthony Ruglio
Science	Delia Kropiwnicki	
Suzanne Sullivan, <i>Department Leader</i>	Magdalena Fin	Career Pathways Coordinator
Hou (Tommy) Chen	Donna Roy	Tina Valaouras
Victoria Climie	FA: Music	School Counselors
Jonathan Corbett	Michael Martone, Chorus	Aimee Harkins, <i>Department Leader</i>
Valerie Duffner	MJ Alexander, Band and Orchestra	Kelianna O'Brien
Beth Anne Laliberte		Amy Olszewski
Amy Okamoto	Career & Technical Education (CTE)	Ashley Topazio
Matthew Park	Culinary Arts	Student Support Staff
Michele Valauskas	Erica O'Brien, <i>Department Leader</i>	Abigail DiSalvo, School Psychologist
Jocelyn Vennero-Wheaton	Mindy Baker	Amy King, Social Worker
	PA: Business	Lexi MacDonald, Social Worker
	Lyndsey Hayden	Jennifer Murphy, Social Worker
E.L.L. Teacher	Technology Education	Sarah Bertollini, School Psychologist
Jennifer Tucker	Jonathan Cap	Kelly Thompson, Speech & Language Pathologist
	Clarissa Cremins Endes	
Media Information Specialist	John Limone	Interventionists
Dr. Belinha De Abreu	Paul Sarrazin	TBD, Math Interventionist
		Gina Lucibello, ELA Interventionist

Paraprofessionals	Technology Department		
Bruce Brailsford	Thomas Pisani	Director Of Technology Operations	
Joshua Cale (ISS)	Ryan Hart	Technology Support Specialist	
Richard Furman	Brendan Krom	Operations Technology Manager	
Andrew Gambardella	Keith Spaar	Senior Technology Operations Manager	
Frank Iannotti			
Jackson McClure	Office Staff		
Ashley Pantaleo	Trisha Simmons	BHS Business Services Supervisor to L. Panagoulas	
Robert Petrungaro	Nancy Errante	School Counseling Department Secretary	
Abraham Rivera (ELL)	Megan Falcigno	Administrative Assistant to S. Byrd	
Nancy Tommaselli	Beth Jenkins	Administrative Assistant to J. Briganti	
Teena Vanacore	Nicole Kikosicki	School Counseling Department Secretary	
	Simona Nerney	Administrative Assistant to J. Cavallaro	
BHS Nurse's Office	Roberta Nuzzo	Library Learning Commons Secretary	
Pamela Neleber, Director of Health Services	NEW	Attendance Secretary	
Roz Laing, RN	Melissa Gargano	Receptionist	
Donna Barrett, Nurse's Aide			
School Based Health Center (SBHC)	Custodial Staff		
Karen Reilley, APRN	Erik Johnson	Head Custodian	
Lisa Lochner, Social Worker	Christoper Travaglino	Night Supervisor	
Pamela Clarke, Office Manager			
	Day Shift	Night Shift	Split Shift
Security Officers	Ronnie Scinto	Frank Amento	Joe Martone
Scott Riordan, Director of Security	Anthony Ristanio	William Burke	
Lamar Hill		Alfred Chow Yen	
Angie Martin		Rob Nelson	
Michael Liso		Nick Ristaino	
Robert Ortiz			
Pasquale (Pat) Taddei	Student Teachers and Interns		
David Vargas	Richard Furlong, English		
	Jeremy Goulden, Business		
Athletics Staff	Syliva Jeyapandian, Tech Education		
Brian Zaklukiewicz, Athletic Director	Robert Jordan, Math		
Laura Royka, Athletic Admin. Assistant	Ryan Monde, Physical Education		
NEW, Athletic Trainer			

BRANFORD PUBLIC SCHOOLS GLOBAL LEARNING COMPETENCIES

Branford Public School's Mission

We, the members of the Branford Public School community, are committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

All BPS graduates will be given the opportunity to grow, develop, and acquire the following **Global Learning Competencies**, grounded in *The Seven Habits of Highly Effective People*

- Be Proactive
- Begin With the End in Mind
- Put First Things First
- Think Win-Win
- Think First to Understand
- Synergize
- Sharpen the Saw

Branford High School's Mission and Expectations for Student Learning

The mission of Branford High School is to prepare students to be independent and collaborative learners who are responsible, informed, and contributing members of society. In partnership with the community, we strive to provide a learning environment that supports all students in embracing diversity, acting with integrity, and achieving their personal and academic potential.

Branford High School Norms

- Respect self, peers, faculty, staff, and school property
- Take a restorative approach to resolving conflict and preventing harm
- Contribute to our community
- Recognize and understand the benefits of diversity in our school and community
- Demonstrate integrity while participating in all academic and co-curricular activities
- Value a healthy lifestyle

Branford High School House Model

At Branford High School, our **House Model** creates smaller, connected learning communities within our larger school setting. This model fosters a supportive environment where every student develops a true sense of belonging and is empowered to engage in deep, meaningful learning.

- **Three Houses, One BHS:** Students belong to either **Anchor House**, **Beacon House**, or **Seaside House**.
- **All Grade Levels Included:** Each House brings together students from 9th through 12th grade, creating natural opportunities for peer mentoring, connection, and student leadership across grade levels.
- **Four-Year Continuity:** Students remain with the same House and House Principal throughout their entire high school journey, allowing families and students to build deep, long-lasting relationships with their leadership team.

ACADEMICS

For a complete list of academic policies and course options, please refer to pages 12-18 of the [Branford High School Program of Studies](#). The **graduation requirements and expectations** [Board Policy 5700](#) can be found on page 11 of the Program of Studies. Seniors must meet all graduation requirements by the graduation date in order to participate in Branford High School's Commencement Ceremony.

GRADUATION REQUIREMENTS

HUMANITIES	9 credits
English	4.00 credits
Social Studies	3.00 credits
Fine Arts	1.00 credits
Elective	1.00 credits
STEM	9 credits
Math	3.00 credits
Science	3.00 credits
Electives	3.00 credits (<i>including 0.5 in Financial Literacy</i>)
OTHER	7 credits
World Language	1.00 credit
PE & Wellness	1.00 credit
Health & Safety	1.00 credit
Electives	3.00 credits
Mastery Based Diploma (Senior Exit Interview)	1.00 credit
TOTAL CREDITS	25 credits
Community Service	40 hours, journal of activities, reflective essay

COMMUNITY SERVICE

Community service fosters a sense of civic responsibility and community engagement among students. By dedicating 40 hours to community service over the student's time at BHS, students gain valuable real-world experience, develop empathy, and build essential skills centered our BPS's Global Learning Competencies. This requirement encourages students to connect with diverse populations and understand various community needs. Moreover, participating in community service enhances college applications and resumes, showcasing a commitment to social responsibility. Ultimately, this graduation requirement ensures that students not only excel academically but also contribute positively to society. Students must contact their school counselor for more information and proper paperwork.

NEASC ACCREDITATION STATEMENT

Branford High School is accredited by the Connecticut State Department of Education and is a member of the New England Association of Colleges and Secondary Schools. A copy of the accreditation statement can be found on page 95 of the [Branford High School Program of Studies](#).

GRADE POINT AVERAGE [Board Policy 6150](#)

Official Grade Point Average (GPA) will be determined at the end of the third quarter of senior year. The BHS Valedictorian and Salutatorian will be determined once third quarter grades have been certified by the principal or their designee. Only grades earned in Branford High School will be included in calculating weighted and

unweighted GPA. Students must be enrolled in Branford High School for at least three semesters (including junior year) and have earned 7.5 credits in "core academic courses" in order to receive a GPA.

Courses will be designated "Standard," "Honors," or "AP," the last to include advanced placement classes, dual credit or early college credits. Grades of a C or lower will not be weighted differently depending on the course designation. Grades of a C+ or higher will receive different weighting depending on the course designation, with grades in courses identified as "AP" receiving the greatest weight. The precise weighting of grades are identified in the chart below per board policy.

GRADING

A = Excellent	X = Loss of Credit due to excessive absences
B = Good	WP = Withdrew from course (Passing at the time)
C = Fair	WF = Withdrew from course (Failing at the time)
D = Poor	P+ = Honors for a Pass/Fail course
F = Failure	P = Credit is Awarded
Au = Audit (no credit)	TR = Transfer
I = Incomplete (must be made up within 7 school days after the end of the quarter)	

Note: WP, P, P+ do not affect grade point average

WF = "0" and will affect grade point average, rank-in-class, and honor roll.

STANDARD		HONORS		AP	
Grade	GPA	Grade	GPA	Grade	GPA
A+	4.3	A+	4.7	A+	4.8
A	4.0	A	4.3	A	4.5
A-	3.7	A-	4.0	A-	4.2
B+	3.3	B+	3.7	B+	3.8
B	3.0	B	3.3	B	3.5
B-	2.7	B-	3.0	B-	3.2
C+	2.3	C+	2.7	C+	2.8
C	2.0	C	2.0	C	2.0
C-	1.7	C-	1.7	C-	1.7
D+	1.3	D+	1.3	D+	1.3
D	1.0	D	1.0	D	1.0
D-	0.7	D-	0.7	D-	0.7
F	0.0	F	0.0	F	0.0

BHS offers most courses designated as **"Honors"** and/or **"Advanced Placement"** and/or **"UCONN ECE."** Freshmen and sophomores may take **'accelerated' Honors** courses based on prerequisites. Any program including an AP course of studies or test may offer **"Advanced Placement"** courses. **UCONN ECE** courses are offered through the UCONN program. C+ or higher earned in "Honors" and / or "AP"/UCONN ECE courses will receive an extra weighting.

In lieu of reporting class rank to post-secondary institutions, BHS sends a graphic representation of individual students' overall level of performance in relation to their class in addition to the official BHS transcript.

FIFTY PERCENT (50%) RULE

Teachers assign values lower than 50% for a quarter grade **only** when a student has plagiarized material or cheated in other way(s) within that quarter. This policy does not apply to individual test grades, midterms, or final exams.

HONOR ROLL CRITERIA

The BHS Honor Roll recognizes students who have achieved an above average or superior level in their chosen course of studies for a given marking period. There are three types of distinction included on the Honor Roll: **HIGH HONORS, HONORS, and SPECIAL RECOGNITION.**

To earn **High Honors / Honors**, a student must:

- carry the minimum required course load during the marking period
- earn a GPA of 3.7 or higher (A- or better average) for High Honors, 3.0 - 3.69 (B or better average) for Honors
- earn no grade lower than a **C** in any/all courses
- earn an **P+ or P** in any Honors/Pass/Fail course
- make up any **Incomplete (I)** within 7 days of the end of the quarter
- not have received a **WF**
- only grades achieved at BHS will be used in calculating Honor Roll

Special Recognition: Increase average grade from one marking period to the next by one- half letter grade or more.

A grade lower than C and incomplete grades automatically disqualifies a student from making Honors.

Incomplete grades and NG also suspend eligibility for the Honor Roll. The Honor Roll is published each quarter.

Note: In order to achieve equity in determining the Honor Roll, the weight of each course is not considered. This does not reflect the way in which honors requirements for graduation are determined.

HOMEWORK [Board Policy 6300](#)

Parents/guardians are encouraged to contact their student's teacher with questions or problems concerning homework assignments (see contact information, pages 3-5).

Students are not able to prepare all of their work during school hours; therefore, they should reserve a fixed time during each day for home study. A high school student should spend two (2) hours in home study each day.

Teachers are available for extra help during the school day and after school at a mutually agreed upon time and location.

SENIOR END-OF-SEMESTER CULMINATING EXPERIENCE EXEMPTIONS

Seniors that have completed all assignments for the quarter and have at least an A- for the year can be exempted from an end of year culminating activity that is given in the last week of school only. All other students and non-exempt seniors are expected to attend school each day. If culminating experiences are given at other times of the year the last week of the quarter will be used as instructional time, surveys, or reflection.

SENIOR EXIT INTERVIEW

All seniors will participate in a culminating exit interview facilitated by a panel of BHS staff and community members. Participation in this exit interview is a graduation requirement for all seniors.

PROMOTION/RECLASSIFICATION [Board Policy 6500](#)

Grade level is determined according to ninth grade entry data. Students continue with their assigned class until graduation unless determined otherwise by the Principal or his/her designee.

SUMMER SCHOOL PROGRAM

When eligible and with prior approval, students may attend the BHS Summer School Credit Recovery Program. Credit Recovery is designed for students who did not initially pass a class, or lost credit due to absences, or for enrichment. Through an in-person learning experience, students are given the opportunity to demonstrate proficiency in targeted standards aligned with the course curriculum. Grades earned in summer school are not included in GPA.

ON-LINE PROGRAMS [Board Policy 6150](#)

Refer to the [Branford High School Program of Studies](#) for details relating to on-line programs. School assigned online programming, such as Edmentum, may be considered for PE/Health or other classes when a school endorsed and approved program conflicts with a unique scheduling opportunity with the BHS master schedule (ex: ECA, Boys Hockey co-op, etc).

ATTENDANCE

Please refer to the [Annual Notification Section](#) concerning Student Attendance and [Board Policy 5350](#).

ATTENDANCE MATTERS

Experiences in the classroom are a vital part of the learning process. Missed in-person instructional opportunities (due to absence and/or being tardy) has a detrimental impact on a student's learning, growth over time, and sense of belonging in the Branford High School community.

As members of Branford Public Schools, we are committed to developing capable, confident lifelong learners who are prepared to contribute to an ever-changing global society. Regular, daily attendance provides the foundation for students to develop the knowledge, skills, and dispositions reflected in our Global Learning Competencies.

Consistent attendance fosters habits of responsibility and self-management by providing students with daily opportunities to be Proactive, Begin with the End in Mind, and Put First Things First. Through active participation in classroom learning and collaboration, students also strengthen their ability to Think Win-Win, Seek First to Understand, and Synergize with others. Ultimately, regular attendance enables students to Sharpen the Saw by continuously growing their knowledge, skills, and character alongside their peers.

The school community and BHS families must work together to support student learning, foster a strong sense of belonging, and uphold the expectation that students will consistently attend, engage, and thrive in school.

RESPONSIBILITIES FOR STUDENTS AND THEIR FAMILIES

- Arrive to school on time
- Report to class daily before the bell rings.

- Follow all attendance procedures and ensure any unexcused absences are cleared within ten school days as outlined below.
- **Please note the attendance policy and record keeping procedures pursuant to [Board Policy 5350](#) are separate from credit earned in classes related to attendance.**

SIGN-IN AND SIGN-OUT PROCEDURES

- Main Entrance Access: All students arriving late or returning must enter through the main entrance and check in with the attendance secretary. Students should use their school issued ID for sign-in.
- For early dismissal, students must sign-out at the attendance desk and leave through the main entrance.
- **Note: Students who do not follow proper entrance and exit procedures will face disciplinary consequences for leaving school grounds without authorization.**

ATTENDANCE PROCEDURES

When a student is absent from school, parents/guardians must complete the [BHS Absenteeism Form](#) (located on our school website) and submit it to the Attendance Office with your child upon return to school. Hard copies with original signatures are required pursuant to [Board Policy 5350](#). Students who are 18 or over and living with a parent/guardian may not clear unexcused absences.

Attendance is recorded each period. If students miss a class for any reason other than a school activity, they will not have perfect attendance.

1. Written documentation must be submitted for each incidence of absence **within ten (10) school days** of the student's return to school. Consecutive days of absence are considered one incidence of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's tenth (10th) absence, and all absences thereafter, **documentation of the absence must be submitted and must also include the reason for the absence** and the following additional information, if applicable:
 - a. student illness: a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or a signed note from the school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays
 - c. mandated court appearances: documentation from court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a school district other than the one the student attends

GRADE LEVEL STUDY HALL PRIVILEGES

- Freshmen & Sophomores: Scheduled for a class or study hall during every period of the day.
- Juniors & Seniors:
 - Late Arrival: Juniors and seniors without a first-period class must arrive in time for second period.
 - Early Dismissal: Juniors and seniors without a last-period class may leave early through the Main Office after notifying the attendance secretary. Once a student leaves, they may not return until the official end of the school day.
 - Unassigned Periods (Seniors Only): Seniors without a class during any period must use school facilities responsibly and may gather in the Learning Commons, Media Center, or Student Center.

COURSE ATTENDANCE AND EARNED CREDIT

In order for students to be eligible for credit in a class, students must meet academic and attendance requirements. Note: Tardies and absences count separately toward credit loss.

CLASS ABSCENCES

The following **maximum number of absences (EXCUSED AND UNEXCUSED)** are permitted, though not encouraged.

Credits	Maximum Absences (10% of class meeting time)
1	13
0.5	7
0.25	4

CLASS TARDIES

If a student arrives after the bell to class, without a pass from a teacher, it will be marked as tardy. The following maximum number of tardies are permitted, though not encouraged.

Credits	Maximum Tardies
1	13
0.5	7
0.25	4

WITHHELD CREDIT

Attendance will be reviewed on an ongoing basis. If a student exceeds the maximum number of absences and/or tardies as outlined above, the student's credit is withheld in the affected course(s). The student will be contacted by their School Counselor, House Principal, or their designee to complete an attendance/tardy improvement plan for the remainder of the course. The goal of such a plan is to help the student make improvements in preparation for presenting to the Credit Appeal Board at the end of the course.

Students who have exceeded the maximum number of absences (EXCUSED AND UNEXCUSED) in a course and/or have exceeded the maximum number of tardies will receive the academic grade earned in that course, but shall receive no credit unless credit is restored by the Credit Appeal Board. A course for which a student receives no credit will not count toward the total credits required for graduation, nor will it count toward a specific number of credits needed in an individual subject area. Students denied credit in a course will be allowed to use the course as a prerequisite to other courses in the subject area, assuming the required academic grade has been earned.

CREDIT APPEAL BOARD

- The Credit Appeal Board is composed of at least three faculty members. Decisions made by the board are final.
- Students will be invited to present to the Credit Appeal Board should they not meet the attendance requirements as presented above.
- The Credit Appeal Board meets at the end of each semester. At the end of Semester 1, the board makes a determination for all quarter 1, quarter 2, and semester 1 courses. At the end of Semester 2, the board makes a determination for all quarter 3, quarter 4, semester 2, and full-year courses.
- Students may request assistance from their School Counselor in preparing for the appeal process and in determining available options after the Credit Appeal Board has made its ruling.

TRUANCY

A student is considered truant if he or she has **4 unexcused absences in one month or ten unexcused absences in a single school year**. Students who are considered truant may be referred to the Branford Juvenile Review Board if measures in collaboration with the school and family are not successful in changing the truant behavior.

CHRONIC ABSENTEEISM

In Connecticut, chronic absenteeism is defined as missing 10% or more of the total school days a student is enrolled in during a given school year. This applies to any reason, refer to the IC coding table below for reference.

PARENT/GUARDIAN EXCUSED LATE ARRIVALS OR EARLY DISMISSALS

Parents/guardians should NOT request a late arrival/early dismissal for their student, except for emergencies. Please schedule appointments for doctors, dentists, driver tests, etc. after school if possible.

- In the event of a necessary early dismissal or late arrival, parents/guardians must call **(203 315-6744)** or send in a written, signed note to the Attendance Secretary before 7:30 am.
- Tardies to school, regardless of a parent/guardian excusal, will count towards a student's permitted tardies as outlined in the table above.
- A student who has an early dismissal is expected to leave school at the agreed upon time.
- Students who are scheduled for a daily early dismissal according to their educational programs are required to have a picture ID.
- All students must have a pass from the attendance secretary or school nurse to be dismissed during the school day. Otherwise, students may be subject to consequences as outlined under the Code of Conduct.
- **Parents/guardians cannot clear early dismissals or leaving school request after the fact**

MAKE-UP WORK

- Students who have been absent from school are required to consult with their teachers upon their return regarding any assignments missed during their absence.
- **Students with unexcused absences cannot get credit for make-up work until the required documentation has been submitted by the parent/guardian (within ten school days) and cleared by the Attendance Office in Infinite Campus.**
- Students who are unexcused due to truancy, including cutting class or leaving class without permission, forfeit the opportunity to make up work missed during that class period. In these cases, a grade of zero ("0") may be assigned for work missed as a result of the unexcused absence.

PARTICIPATION IN SCHOOL ACTIVITIES

Students who are absent from school are not permitted to participate in interscholastic athletic contests, athletic practices, and extracurricular activities, or other school-sponsored activities (ex: Homecoming Dance and Prom) on the day they are absent from school.

In order to participate in co-curricular activities or to compete in interscholastic sports, a student must be in attendance for a minimum of three periods each day, including early release days.

ATTENDANCE CODES IN INFINITE CAMPUS

Note: Highlighted rows indicate codes that count towards earned credit allowances.

Infinite Campus Code	Reason
ACT	School sponsored event/activity
ADM	Administrator excused
BER	Bereavement
CLR	Cleared; Student originally marked absent/tardy and was later determined to have been at an approved location such as Guidance.
EED	Extraordinary educational opportunity approved by administration per BOE policy.
ERel	Early Release
EXT	Tardy excused by administrator
GUID	Student is in guidance, not class
HBO	Homebound Instruction
ILL	Medically documented illness
Intn	Senior Internship
ISDe	In-School Detention
ISS	In-School Suspension
LAB	Parent/Guardian excused absence

MC	Mandated Court Appearance
MHW	Mental Health Wellness
NRS	Nurse's Office
OSS	Out-of-School Suspension
P or code is left blank	Present/in attendance
REL	Student observance of religious holiday
TDY1	Arrives tardy (after the bell) to the first half of class.
TDY2	Arrives tardy to the second half of class.
Tra	Bus transportation impacted arrival.
UNEx	Unexcused absence
UX-9	Used for parent/guardian excused absences after 9 LABs per BOE policy.

BEHAVIOR EXPECTATIONS

BHS CODE OF CONDUCT

At Branford High School, we are a community of learners with expectations built on shared, agreed-upon norms. Everyone, including students, staff, and families, plays a role in maintaining a safe, supportive, and inclusive environment. Our Code of Conduct emphasizes prevention, intervention, accountability, and restorative action.

To support this vision, we use Restorative Practices ([Board Policy 5275](#)), which is an evidence-based approach focused on:

- Building strong relationships across our entire school community.
- Holding students accountable when challenging behaviors arise.
- Empowering students to repair relationships and fully reintegrate into our community.

Please Note: The included Behavior Reference Table serves as a general reference guide and is not an exhaustive list. Administration reserves the right to evaluate incidents on an individual basis and apply appropriate interventions or consequences tailored to the specific context of each situation.

Refer to the Annual Notifications Section for the [Board Policy 5800](#) concerning Student Discipline. The Board Policy details grounds for removal from class, suspension, expulsion, student rights with respect to discipline and other important topics.

TIERED BEHAVIOR

A tiered behavioral framework helps our school provide targeted support based on each student's individual needs. Alongside this framework, progressive discipline provides a structured process to address behavioral concerns through stepped interventions. Our goal is to help students understand expectations, correct their choices, and grow before more significant consequences become necessary.

Tier 1 Classroom Behaviors (e.g., minor classroom distractions) are addressed using the following progression:

- **First Offense:** Teacher-student conference to discuss the behavior of concern.
- **Second Offense:** Parent/guardian contact by the teacher.
- **Third Offense:** Teacher-assigned after-school detention.
- **Fourth Offense:** Behavior is classified as repeated; teacher submits an administrative behavior referral.

BEHAVIOR REFERENCE TABLE

At BHS we are committed to addressing all student behaviors through a restorative framework designed to foster reflection, growth, and accountability. Restorative measures, which are used alongside traditional consequences listed in the table below, include:

- Classroom circles
- Student reflection activities
- Agreement plans
- Community service
- Conferences with students and their families
- Educational modules
- School Counselor check-ins
- Referrals to support team
- Re-entry meetings

Repeated Tier 1 behaviors and Tier 2 and Tier 3 behaviors addressed by administration per table below.

Behavior	Potential Range of Consequence(s)
1. Disruptive classroom behavior	Up to one day of ISS.
2. Possession and/or use of private technology devices, including cell phones, earbuds/headphones, smart watches, laptops, tablets, etc.)	Refer to the Academic Integrity section of The Guide for additional information.
3. Use of obscene or profane language or gestures	Up to two days of ISS.
4. Violation of student dress policy (BOE Policy 5850)	Up to two administrative detentions.
5. Insubordination to school staff member(s)	Up to three days of ISS.
6. Dishonesty and/or not being truthful to school staff member(s)	Up to one day of ISS.
7. Violation of academic integrity: Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating, or plagiarism	Refer to the Academic Dishonesty section of The Guide for additional information.
8. Theft	Up to five days of ISS with a possible referral to police.
9. Not maintaining and/or misuse of common spaces or school property, such as the Student Center, Senior Balcony, Lavatories, Locker Rooms, Library Commons, water filling stations, etc.	Up to two days of ISS

Behavior	Potential Range of Consequence(s)
10. The destruction or vandalizing of student or staff personal property	Up to three days of ISS
11. Inappropriate physical conduct, including, but not limited to: fighting, playfighting, pushing, etc.	Up to ten days OSS, possible police referral; possible recommendation for expulsion.
12. Violation of transportation regulations / bus misconduct (BOE Policy 5975)	Up to one day of ISS
13. Sexual activity on school grounds, on school transportation, or at a school-sponsored activity	Up to three days of ISS; possible referral to Title IX compliance officer.
14. Trespassing on school grounds while on out-of-school suspension or expulsion	Potential extension of suspension and police referral.
15. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity	Up to two administrative detentions, loss of parking privileges
16. Leaving school building/grounds or a school-sponsored activity without authorization	Up to one day of ISS.
17. Being in an unauthorized area of any school facility or school grounds, or aiding or abetting an unauthorized entrance	Up to one day of ISS.
18. Acting in any manner that creates a health and/or safety hazard for employees, students, regardless of whether intended as a joke, including violating school or district health and safety protocols	Up to five days of OSS, potential police referral.
19. Making false bomb threats or other threats to the safety of students, employees, and/or other persons, initiating a false alarm or lockdown alarm, and/or tampering with alarm or safety devices	Up to ten days of OSS, potential police referral, review to determine if behavior meets the state standard for a mandated expulsion.
20. Violation of district technology policy, including, but not limited to misuse computer systems, school email, websites, AI, or other forms of electronic communications (BOE Policy 5900)	Up to five days of ISS, potential referral to police.
21. The possession, taking and/or display of inappropriate or unauthorized images	Up to five days of ISS; potential police referral; possible referral to Title IX compliance officer.
22. Threatening or intimidating school staff or students	Up to ten days of OSS, potential police referral, possible recommendation for expulsion.
23. Possession of a weapon or weapon facsimile	Up to ten days of OSS, potential police referral, review to determine if behavior meets the state standard for a mandated expulsion.
24. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems, vapor products, nicotine products, or paraphernalia, including being under the influence of such substances	Up to five days of ISS.

Behavior	Potential Range of Consequence(s)
25. Possession, sale, distribution, use, or consumption of alcohol, a controlled substance, marijuana, THC products, electronic cannabis delivery systems, or paraphernalia, including being under the influence	Up to ten days of OSS, potential police referral, review to determine if behavior meets the state standard for a mandated expulsion.
26. Possession and improper storage with the school nurse of personal prescribed drugs	Up to one day of ISS.
27. Gambling	Up to 3 days of ISS.
28. Hazing	Up to ten days of OSS, potential police referral, review to determine if behavior meets the state standard for a mandated expulsion.

SAFE SCHOOL CLIMATE POLICY

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein. Refer to [BPS Board Policy 5200](#)

Branford High School's Safe School Climate Specialists are Mr. Joseph Briganti (jbriganti@branfordschools.org) and Mr. John Albinger (jalbinger@branfordschools.org).

All students are expected to report any observations they have seen of a serious disruption (e.g., fighting, intimidation, violence, vandalism). Open lines of communication between students, staff and parents are essential. If you see or hear something that is concerning, please contact school administration.

TITLE IX POLICY

It is the policy of the Branford Board of Education for the Branford Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively. Refer to [BPS Board Policy 5250](#).

Branford High School's Title IX Coordinator, Ms. Stephanie Byrd, can be reached via email at sbyrd@branfordschools.org or BHStitle9@branfordschools.org

STUDENT IN GOOD STANDING

At Branford High School, a student in good standing meets our schoolwide norms and behavioral expectations. Maintaining good standing allows students to fully participate in co-curricular privileges, including clubs, after-school events, school dances, and athletics.

A student who repeatedly violates school expectations or accumulates multiple detentions/suspensions will be reviewed by administration and may lose their good standing status.

Consequences of Losing Good Standing

- **Restriction of Privileges:** Students may not attend or participate in co-curricular activities, clubs, after-school events, or athletic contests.
- **Behavioral & Emotional Support:** To help students reflect, grow, and regain good standing, students will partner with social-emotional support staff.

Timeline for Loss of Good Standing

When placed on the "Not in Good Standing" list, the following progressive loss of privileges applies:

- **First Offense:** 1 week
- **Second Offense:** 2 weeks
- **Third Offense:** 3 weeks
- **Subsequent Offenses:** Duration determined by administration

At the end of the assigned timeframe, a reinstatement meeting may take place with the student, parent/guardian, administrator, and school counselor to review progress and restore privileges.

ACADEMIC INTEGRITY

Academic integrity reflects a commitment to honesty, a passion for genuine learning, and respect for intellectual property. By upholding these core principles in all educational and scholarly endeavors, students contribute to an authentic, trustworthy learning community.

Academic dishonesty encompasses any behavior that undermines the integrity of the academic process. Such behavior compromises the credibility of academic achievements and the ethical standards of our school community. This includes:

- **Plagiarism:** The act of using someone else's work, ideas, or intellectual property without proper attribution or permission, presenting it as one's own. This involves copying text, ideas, or data from sources such as books, articles, websites, or other academic materials without acknowledging the original creator.
- **Cheating:** Engaging in dishonest practices to gain an unfair advantage in academic work. This includes, but is not limited to, using unauthorized materials during exams, copying from another student, obtaining or sharing exam answers or assignments.
- **Use of Artificial Intelligence (AI):** AI should only be used on assignments when explicitly permitted by the teacher pursuant to [BOE Policy 5950](#).

Three-Tiered System of Consequences for Academic Dishonesty:

This tiered system aims to educate and correct students while progressively enforcing more consequences to maintain academic integrity and uphold the Branford High School's standards and expectations.

- **First Offense:**
 - Teacher notifies administration and parents/guardians. The student receives a formal letter from administration about the incident; the School Counselor and National Honor Societies (if applicable) are notified.

- The student must meet with the teacher to review practices that support academic honesty.
- The student is required to revise/redesign the assignment entirely for 50% credit.
- **Second Offense:**
 - Teacher notifies administration and parents/guardians. The student receives a formal letter from administration about the incident; the School Counselor and National Honor Societies (if applicable) are notified.
 - The student must meet with the Library Media Specialist for a formal educational session to support academic honesty.
 - The student will receive a zero on the assignment.
- **Third Offense:**
 - Teacher notifies administration and parents/guardians. The student receives a formal letter from administration about the incident; the School Counselor and National Honor Societies (if applicable) are notified.
 - The student and parent/guardian must conference with the administrator and guidance counselor.
 - The student will receive a zero on the assignment.

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS [Board Policy 5950](#)

Branford High School is committed to creating a safe, supportive learning environment where every student can engage deeply in their education. To maintain a focused and connected community, the personal electronic device policy removes major digital distractions from classrooms, hallways, and common spaces, supporting student focus, well-being, and meaningful personal connection throughout the day.

Branford High School operates under a bell-to-bell device policy:

- **Stored Devices:** All cell phones, AirPods/earbuds, smartwatches, and fitness trackers capable of internet connectivity must be stored and locked in a school-issued Yondr pouch during the entire school day.
- **Prohibited Personal Devices:** Personal laptops, tablets, iPads, and handheld video game consoles are not permitted at school.
- **School-Issued Pouches:** Each student will be assigned a numbered Yondr pouch. Students are responsible for bringing their pouch to and from school every day and keeping it in good condition.

Daily Procedures:

- **Arrival & Entry:** Upon entering the building, students are required to place and lock all devices (cell phones, ear buds, smartwatches) in their assigned Yondr pouch. **Students must show their pouch to staff on a daily basis.**
- **During the School Day:** Students keep their locked pouch stored safely inside their backpack or locker.
- **Dismissal:** At dismissal (2:25 PM), students unlock their pouches at designated stations before exiting the building.
- **Forgotten Pouch:** If a student forgets their Pouch, their phone will be collected by administration or their designee.

Note: Staff will conduct regular entrance greetings and random checks of backpacks and pouches to ensure compliance with BOE policy and school guidelines.

Unlocking stations are available at the following locations:

Time	Available Unlocking Locations

Morning / Daily Entry	Outside main entrances and rear parent drop-off entrance.
During the School Day	Attendance Office (for approved late arrivals or early dismissals).
Dismissal (2:25 PM)	Main entrance/front lobby, C-Wing, D-Wing, and East Gym lobby exits.
After School Hours	An active unlocking device remains mounted at the front of the building.

If a student does not meet school expectations for device storage or Pouch responsibilities:

- **First Offense:** Device held in House Principal's Office until the end of day; Parent/guardian phone call & notification letter sent home.
- **Second Offense:** Device held in House Principal's Office until the end of day; after-school detention; Second notification letter sent home & student counseling support offered.
- **Third Offense:** Device held in House Principal's Office until the end of day; after-school detention & third notification letter; student counseling support offer; student must turn in their phone to the House Principal's Office every morning and pick it up at dismissal for one week.

Pouch Care & Replacement Fees

Students are expected to keep their assigned pouch in good condition. If a pouch is lost or intentionally damaged, the student/family is responsible for the replacement cost.

Examples of damage include:

- Deep scratches on the globe or green locking ring.
- Intentional pen marks inside or outside the pouch.
- Bent pins or damaged buttons that prevent the pouch from sealing and recessing properly.

Frequently Asked Questions (FAQ)

1. How do families stay connected with students during the day?

Student safety is our top priority. If a parent or guardian needs to reach their child during the school day for an urgent matter, please contact the Main Office at 203-488-7291.

2. Why aren't phones allowed during a school emergency or lockdown?

School security experts strongly advise against student phone use during an unfolding emergency for several reasons:

- **Focus:** Phone use distracts students from listening to critical safety instructions given by staff and first responders.
- **Rumor Control:** Unverified messages can spread misinformation, complicating public safety efforts.
- **Emergency Access:** Rapid cell phone communications can trigger a sudden influx of vehicles, blocking emergency access routes for first responders.
- **Network Jamming:** Heavy call volume can overwhelm local cell towers, interfering with emergency communication channels.

3. What if my child has a medical condition requiring phone monitoring?

Exceptions are made for verified medical needs. Families must provide documentation from a licensed medical professional and coordinate directly with the BHS Nurse's Office. Approved medical exemptions strictly limit phone use to health monitoring only.

4. What if my child has an IEP or 504 Plan?

While cell phones are rarely required under an IEP or 504 plan, the PPT or 504 committee will review requests supported by appropriate medical or mental health documentation. If approved, phone access is strictly restricted to the specific educational or health accommodation identified in the plan. Please contact your case manager prior to your scheduled meeting to include the school nurse and relevant team members.

SCHOOL BUS EXPECTATIONS [Board Policy 5975](#)

Expectations for school bus riders are as follows:

- Board the bus only when the driver indicates it is appropriate to do so
- Use the rear bus door ONLY for emergencies
- Adhere to all school rules while on the bus

Misbehavior on the school bus is reported to the school office. Disciplinary action may include suspending your bus-riding privilege.

LEAVING BUILDING/GROUNDS WITHOUT PERMISSION/BREACHING BUILDING SECURITY

This behavior presents a significant risk to students, staff, and faculty, jeopardizing the safety and security of the entire school. Unauthorized exits or entrances can expose students to potential dangers outside the school grounds and prevent timely assistance during emergencies. Moreover, it compromises building security, making it challenging for staff to monitor and ensure the safety of all students. It is crucial to adhere to district policies, school rules and expectations regarding building security to protect everyone and maintain a safe, orderly learning environment.

- **First Offense:** Office Detention
- **Second Offense:** In-School Suspension
- **Third Offense:** Further disciplinary action

ACTIVITIES

BHS ACTIVITIES ARE OPEN TO ALL STUDENTS and everyone is encouraged to participate. If you are interested in forming a new group or club, please submit a request in writing to the Principal or his designee.

BHS RULES FOR SOCIAL FUNCTIONS All school rules apply at all school related activities.

School socials and informal dances are held in the school's gymnasium or cafeteria. Formal dances are held at school-sanctioned locations. You must arrive at school-sponsored social functions within one hour of the scheduled start time. If you arrive after that time, you will not be allowed to enter. If you leave an event before it ends, you will not be allowed to return.

All guests must abide by Branford High School's rules and regulations:

1. ONLY BHS students in good standing and their guests may attend Branford High School dances.
2. Each BHS student may invite a maximum of one non-BHS student to a dance. Please submit a signed permission form to register your guest. Forms are available in Mr. Briganti's office.

3. A master list of non-BHS students attending the dance must be present at the check-in desk. Each BHS and non-BHS student must present a valid ID to enter the event.
4. At least 6 chaperones, not including the dance organizer and administrator, must commit to assist with any dance. These chaperones must stay for the entire dance. If six chaperones cannot commit at least two days in advance to the event, the function cannot take place.
5. A breathalyzer must be present at each dance with at least one Branford Public Schools employee trained in its use.
6. BHS students wishing to attend out-of-grade level dances need administrative approval prior to attending the dance. Forms are available in Mr. Briganti's office.
7. Students must attend school for a minimum of three periods on the day of the dance to be eligible to participate.

ELIGIBILITY FOR CLASS AND ACTIVITY OFFICERS

Class officers must be members in good standing of their class by maintaining the required minimum course load and adhering to the academic eligibility standards, as detailed below.

Once a Class Officer fails more than one course or does not earn a C average for a marking period, that student will be asked to relinquish officer responsibilities until these two criteria are met.

You may hold only one elected office at any one time. This practice not only helps focus student leaders' attention and efforts on the success of their chosen activity, but also increases opportunities for leadership for other interested students.

CO-CURRICULAR ACTIVITY ELIGIBILITY REQUIREMENTS

(Please see the [Student Athletic Handbook](#) for athletic-related requirements)

- Minimum 2.0 GPA each quarter
- 1 failure limit in current class schedule
- One-time probation period in which student would have 4 weeks of the next quarter to return his/her grades to eligible levels
- During their four years at Branford High School, a **one-time** probation period can be requested in which a student would have four weeks of the upcoming quarter to return his/her grades to eligible levels. While on this one-time probation, if a student has met minimum CIAC standards, they may participate in practice and games.
- CIAC rule (passing 4 classes not including PE/Health) would serve as a minimum standard during probation
- Grades earned during summer school are not considered or included when determining eligibility for interscholastics
- P/F courses are not considered or included when determining eligibility for interscholastics
- Eligibility is determined after quarter grades are verified and certified by the Principal or his designee

CO-CURRICULAR EVENT ELIGIBILITY

Participation in or at co-curricular events, contests or activities is vital to the educational process. Students who continually disregard school rules lose the privilege of participating/attending co-curricular activities; parents/guardians will be notified. (see Student in Good Standing in Behavior Expectations section).

FINANCES

All school-related activities must use the BHS internal account for any revenues raised or monies spent. Class accounts will be maintained for 10 years after graduation and then be incorporated into the General Student Activity Account as a gift to BHS.

FUNDRAISING

ALL fundraising projects must be in compliance with Board Policy and Administrative Regulations 5625 and be approved by BHS House Principal Mr. Briganti *PRIOR* to the start of the fundraising. For fundraising approval and permission form, see [Board Policy 5625P](#).

ALL FUNDS MUST BE DEPOSITED IN THE BHS INTERNAL ACCOUNT

Everyone involved in soliciting funds from the community in an approved BHS-related fundraising activity needs two documents:

1. A letter from BHS approving the fundraising activity. This letter will identify
 - the student/individual by name,
 - the activity or team for which the fundraising is taking place
 - the nature of the fundraising event
 - the closing date of the fundraiser.
2. A current BHS ID card showing your name, photo, and the date of the current school year.

Anyone who is asked to contribute funds without the approval letter and the BHS ID card should immediately notify the school.

STUDENT ORGANIZATIONS

AMNESTY INTERNATIONAL Amnesty International is an independent, worldwide movement working impartially for the release of all prisoners of conscience (men, women, and children imprisoned because of their beliefs, ethnic origin, sex, race or language), provided they have neither used nor advocated violence; fair, prompt trials for political prisoners; and the abolition of torture and executions under all circumstances. It is independent of any political, ideological or religious affiliations and is funded by donations from its members and supporters around the world.

ANIME CLUB Love anime? Love to draw? The Anime Club is the perfect place for fans and artists alike to come together and share their passion for anime, manga, and Japanese art styles. Whether you're a beginner or a seasoned artist, you'll find a supportive space to create, learn new techniques, explore character design, and connect with fellow anime lovers. Bring your sketchbook and your imagination—let's draw, create, and geek out together!

ART CLUB This club provides opportunities to students to work on art projects.

BEST BUDDIES An opportunity to mentor a student with special needs.

BLACK STUDENT UNION is an organization dedicated to celebrating Black culture, promoting academic excellence, and fostering a sense of community among all students. This is offered as a Hive Choice option during the school day.

BOARD GAME CLUB Do you enjoy board games and want to expand your experience beyond Monopoly, Risk, and Scrabble? Come join us at the Board Games Club. Each week, we get together to play some of the highest rated (BoardGameGeek) short games (<1 hr). If you have a favorite game, bring it. We are always interested in learning something new. Beginners are always welcome. Come have fun with us!

BRING CHANGE TO MIND BHS Bring Change to Mind is part of the nationwide Bring Change to Mind Organization. The mission of Bring Change to Mind is to end the stigma and discrimination surrounding mental illness. BC2M has empowered students through their high school program to advocate with friends, teachers and others for mental health awareness to help create a more empathetic and stigma free school environment. This is a student led club with many leadership opportunities. We will create and advance innovative approaches and partnerships to start conversations around mental illness, share resources, collaborate, learn and grow so everyone can thrive in a stigma free world.

CALLIOPE/Literary Magazine BHS's literature and arts magazine. All students are invited to submit poetry, prose, and artwork through your English or art teacher. Deadlines are announced throughout the school year. New staff members are always welcome. Meetings are Thursdays after school in F14.

CHEMISTRY CLUB Have you ever made slime or Oobleck? Did you know that you can stick a skewer into a balloon without popping it? You'll do all of this and more at the Chemistry Club! At each meeting, we explore a new activity that dramatically demonstrates a chemical principle. We are a hands-on club so you'll not only be learning chemistry, you'll try out each activity yourself! We'll teach you some tricks that will amaze your friends and family. Come join us and you'll see why chemistry is fun!

CRAFT AND HOBBY CLUB Craft and Hobby Club provides students an opportunity to learn new hobbies and crafts from staff and from one another. A different craft or hobby is featured monthly. The club meets monthly.

DANCE TEAM The dance team is a fall and winter dedicated team that competes in two different styles, hip-hop and jazz. As of recently, they also started competing Nationally in Game Day which is a spirit raising division. The team performs at some home football and basketball half-times, community events and competes locally including the State championship, regionally in New England and Nationally down in Orlando, FL. The dance team is an outlet for dancers who are passionate, dedicated and have a drive to compete. Advisor: Coach Pantani

DEBATE CLUB Do you love debating issues or public speaking? If so, the debate/speech club is for you.

DRAMA/FALL PLAY is responsible for producing the annual Fall Drama. Any students interested in performing arts, technology, acting, etc. are encouraged to participate.

ENVIRONMENTAL CLUB is dedicated to preserving our environment and creating awareness of our surroundings.

E-SPORTS The club uses skills and teamwork to compete in gaming activities.

EXCEL CLUB The club is dedicated to improving our school, community and country through volunteerism. The club focuses on the Branford Exchange Club's four programs of service: Americanism, youth activities, community service and prevention of child abuse.

FASHION CLUB To provide a creative, supportive space for students to explore personal style. It serves as an outlet for self-expression, teaching clothing design or styling, and building a community for those passionate about the fashion industry.

FCCLA - Cook for a Cause A service-learning and culinary arts program dedicated to fighting local food insecurity and supporting the community. The program empowers students to use their culinary skills to prepare and provide healthy, scratch-made meals for those in need.

GENDER SEXUALITY ALLIANCE (formerly the Gay and Straight Alliance) The GSA was formed from the Cultural Diversity Club and strives to inform and educate the Branford High School Community about LGBTQ issues. It meets twice a month in the evening.

HOPE CLUB Looking for a place to grow in faith, find encouragement, and make a difference? The Hope Club is a welcoming space for high school students to explore, pray together, and support one another through life's ups and downs. Whether you're new to faith or not, there's a place for you here. Come be part of a community where hope is real and where faith is active.

INTERACT CLUB is dedicated to community service and international understanding and is open to students in grades 10-12. Members are selected on the basis of character and leadership by the Rotary Club of Branford, which sponsors the organization. This club works on three major projects each year: one serves the community; the second, the school; and the third helps promote world understanding.

INTRAMURAL SPORTS Many sports can be included. All that is needed is a group of students interested in playing.

INVESTMENT CLUB Promote financial literacy, teach real-world economic concepts, and develop practical investment skills among students.

JAZZ CLUB Serves to provide a creative after-school outlet for student musicians to perform advanced styles beyond traditional concert and marching bands.

LEO CLUB - The Leo Club is connected to the Branford Lions Club. This club offers students the opportunity to be involved with an international service organization and work on charitable projects in the community.

MATH TEAM The BHS Math Team provides opportunities to discuss concepts in mathematics, apply ideas in hands-on investigations, and participate in competitive contests. The purpose of the club is twofold: to provide enrichment to students who seek to transcend course curriculum, and to compete with other math clubs in the area.

MODEL CONGRESS Participate in the process of making laws and/or dealing with international issues with students from a wide variety of high schools.

NATIONAL HONOR SOCIETY - Students are selected for membership in the Branford Chapter of the National Honor Society during their junior and senior years. The four criteria for membership are: scholarship, leadership, character, and service. Members are selected by a faculty council. Advisor: Mr. Hinrichs.
The selection procedure is as follows:

1. Students' academic records are reviewed to determine if they meet the eligibility requirements:
 - a. 3.9 weighted GPA
 - b. at least 30 hours of community service completed
2. Students who are eligible are notified and told that for further consideration for selection to the National Honor Society Chapter, they must complete the Student Activity Form.
3. All faculty members are invited to make comments on candidates.
4. The Student Activity Form is reviewed by the Faculty Council, along with other verifiable information about each candidate.
5. Candidates receiving a majority vote of the Faculty Council are inducted into the chapter.

Once inducted into the NHS, a member has taken on significant responsibilities. Failure to meet the following NHS responsibilities may result in the individual's membership being terminated:

- Maintain and uphold the standards of membership upon which they were inducted.
- Maintain availability for service to school
- Comply with school rules
 - no suspensions or chronic disciplinary problems
 - no violation of the Substance Abuse Policy
 - maintain a good attendance record -- no excessive absences.
- Demonstrate good citizenship -- no arrests and/or convictions by law enforcement officials.

NEWSPAPER: [THE BUZZ](#) is the school newspaper, which is written, composed, set and published all within Branford High School. It is a great opportunity to make your mark and to learn all there is to know in the area of journalism and publications.

PEER CONNECTIONS is a group of students who receive extensive training so they can take part in listening and being helpful to their peers who may be experiencing a significant personal problem.

PEP BAND We provide encouragement for our school community through musical performance on traditional Band instruments. We play at all home football games, fall pep rallies, and the Veterans Day parade.

PHYSICS CLUB The mission of BHS Physics Club is to promote students' interest in physics and technology, and provide students with multiple learning opportunities in that area and make students aware of multiple career options in science and technology. Students will participate in JETS TEAM+S competition, Yale Physics Olympics, Physics Bowl, National Physics Team Exam and Rocketry Competition.

PING PONG CLUB The Ping Pong Club provides a fun, inclusive space for students to develop their skills and enjoy friendly competition. We foster sportsmanship, teamwork, and community through recreational play, skill-building, and tournaments, welcoming players of all levels.

RECF/Drone Club Introduces students to STEM concepts and future aviation careers. Under the guidance of engineering and technology teacher, students gather after school to design, program, and pilot both manual and autonomously flying drones.

TSA/ROBOTICS CLUB The high school robotics club is a dynamic group where students collaborate to design, build, and program robots. Members engage in hands-on projects and participate in competitions, enhancing their engineering, coding, and problem-solving skills. The club fosters a spirit of teamwork and creativity,

encouraging students to innovate and tackle real-world challenges. It's an exciting opportunity for anyone interested in STEM fields to learn, grow, and have fun.

SCIENCE OLYMPIAD Do you love science and competition? If so, join our Science Olympiad team! The CT Science Olympiad includes dozens of events ranging from astronomy and bridge building to designer genes and water quality. Pick your favorite events and represent BHS in this annual competition of over 40 schools across the state.

SPRING MUSICAL is designed for any student with an interest in any aspect of play production. Students work together on all theatrical activities: acting, costuming, lighting, makeup, scenic design, building, and publicity. The association presents one major production each year, such as: *Les Mis*, *West Side Story*, *42nd Street*, *Beauty and the Beast*

STUDENT GOVERNMENT The goals and purpose of the Student Council is to provide students with the opportunity to develop their leadership skills and the opportunity to develop school activities and events which contribute to creating a more pleasant and enriching learning environment. All students are welcome to join and participate. All students have the ability to make Branford High School a better place to be and all students will be given the opportunity to contribute and collaborate with fellow classmates, staff and administration. Our goal for the school is to develop a safe, supportive and collaborative environment by deepening a sense of belonging for all students.

TECH CREW Is composed of students and staff. Tech crew supports all lighting and sound needs for all school functions.

UNIFIED SPORTS Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

WORLD LANGUAGE NATIONAL HONOR SOCIETY (Latin, French & Spanish) Students are selected for membership at the end of the first semester of their sophomore year, or during their junior year. They will have successfully completed at least three semesters of high school level language courses. Criteria for membership include scholarship in the target language, general scholarship, leadership, and citizenship. Students who meet the qualifications are invited to apply for membership. The selection committee consists of members of the World Language Department, with input from the faculty overall. Once inducted into their respective World Language National Honor Society, students are expected to uphold the original standards in order to maintain their membership. Failure to do so could result in loss of membership. Advisors: Mrs. Fritz(Latin) or Ms. Marinuzzi (French) or Ms. Mancini(Spanish).

YEARBOOK The MILESTONE is Branford High School's award-winning and nationally recognized yearbook, the distribution of which each spring is a long-awaited event. Any student interested in photography, writing, editing, graphics, or whatever task is connected to publishing this vital record of BHS may participate in producing the Yearbook. Membership on The Milestone staff requires dedication, time, and hard work, which will result in a lasting contribution to the school and to the student body. Advisor: Mrs. Lepre.

YOUNG WOMAN'S CLUB Empowered to serve, united to lead. The Young Women's Club is a community of passionate high school girls dedicated to making a positive impact through acts of kindness, service projects, and

leadership development. We believe in lifting others up, standing for what's right, and growing together as compassionate changemakers. If you're ready to serve with purpose and heart, this is the club for you!

GENERAL INFORMATION

ACCESS TO BRANFORD HIGH SCHOOL

Points of Entrance to School Building:

Prior to 7:30 am, there are two points of entry into BHS, located at the back and front of the school. After 7:30 am, all visitors, students and staff must enter via the front main entrance.

Traffic Pattern and Buses:

All roadways around the high school are ONE-WAY, moving from EAST around the rear of the school to the WEST side. The pattern in the front of the high school is also EAST to WEST.

In the morning the school bus drops off students at the front of the school, parents/guardians drop off at the back of the school. In the afternoon students are picked up by parents/guardians in the front of the building. Bus pick-up is by A Lot, B Lot, and Athletic Turf.

Visitor Policy and Procedures ([Board Policy 1900](#)): All visitors to the school must comply with Board Policy and Administrative Regulations 1900. **Student visitors are not allowed during school hours.** All other visitors must check in with the front desk and obtain a Visitor's Pass.

ID CARD

All students are required to be able to present their school ID card at all times and must be present upon entering school sponsored dances. If lost or stolen, see the Attendance Office.

E-HALL PASS

BHS uses an electronic hall pass for all students. Students will fill out an electronic hall pass on their chromebook to request permission to leave the classroom. Once the teacher approves the pass, the student may leave the classroom with a swipe pass.

Students who misuse their passes or have difficulty navigating the building, may have restrictions on the e-hall pass privileges. Students are expected to use it in all classes.

PARKING

Sophomores, Juniors and Seniors who want to park on school grounds must register their vehicle by completing the Parking Google Form. Only once the students are given a parking permit and who have officially registered their vehicles with the Security Office may park on school grounds. Simply completing the form does not give you permission to park on grounds. STUDENT ARE EMAILED A GOOGLE FORM, A WEEK PRIOR TO THE START OF SCHOOL, TO INITIATE THE PROCESS. In order to so, you must have the following documents to register:

- driver's license
- registration certificate
- proof of insurance
- completed application form

NO PARKING PERMIT WILL BE ISSUED IF YOU HAVE ANY OUTSTANDING FEE/FINES

Students are only allowed to park in A or B Lots. Students are NOT allowed to park in C Lot. C Lot is designated as Faculty/Staff only. Parking is a privilege which can be revoked at any time for not adhering to rules and regulations of board policies. As per state law, students are not permitted to park in crosswalks or handicap spaces (without proper permit).

- 1st Offense: Warning
- 2nd Offense: Sticker placed on vehicle and house principal notified.
- 3rd Offense: Vehicle will be towed at owner's expense and possible denial of parking privilege

If you need to go to your car in the parking lot during school hours, you must obtain permission from an Administrator. Violations of this policy will result in disciplinary action.

Students with disabilities may park in one of the handicapped spaces **only** after securing the proper identification from the State Department of Motor Vehicles.

Parent/guardian visitors may park in the visitor parking area in the front of the school building and must check in and out at the main office. See the receptionist to receive a visitor's badge.

Roadway areas next to the school building are considered fire lanes. The Branford Police Department will ticket vehicles parked in these areas as well as those parked in handicapped parking areas and any other areas designated as no parking zones marked by state signs.

BHS IS NOT RESPONSIBLE FOR ANY DAMAGE OR LOSS TO VEHICLES.

LATE BUSES

Late buses for Branford High School run Monday, Tuesday, and Thursday at 3:45pm. No late buses run on Early Release Days. Students can check the routes with Main Office staff.

HIVE TIME

Hive time meets every Tuesday and Thursday to share information about school updates, academic programs, special events, student activities, and sporting and academic achievement news throughout the school year. Hive time is also a period when students can meet with their school counselors in small groups or to hold class meetings. **Attendance is recorded, as students are expected to be present.**

LEADER IN ME (Alternating Thursdays) Students will meet in their scheduled HIVE groups to develop their understanding of and skills for the 7 Habits of Highly Effective People.

HIVE LIVE (Alternating Thursdays) A student led broadcast system to share important school wide information with students, teachers and staff. Students will view the programming in their scheduled HIVE groups

HIVE CHOICE (Tuesday) Students will participate in an activity they choose from a list that will be available the first week of each quarter. Students will stay with their chosen activity throughout the quarter. They may choose a new activity each of the four quarters.

HIVE COMMUNITY (Scheduled as needed) House meetings, class meetings, and school-wide assemblies will occur during this time.

FRESHMEN, SOPHOMORE, JUNIOR STUDY HALLS

- All FRESHMEN, SOPHOMORES, and JUNIORS are assigned to study halls for all non-class time.
- Students assigned to Study Hall are expected to bring study materials and to maintain quiet for studying.
- Students may be excused from Study Hall if they receive an E-Hall Pass from their classroom teacher for that period. When possible, students should arrange these appointments in advance, either through the E-Hall Pass system or by emailing the teacher they wish to visit. **If the meeting ends before the period concludes, students must return to Study Hall for the remainder of the time.**
- **Failure to report to and/or back to study hall is considered an unexcused absence/cut.**

CAFETERIA SNACKS AND LUNCH SHIFTS

The Cafeteria is open approximately 7:00 am - 7:25 am for breakfast. Students can buy breakfast and/or snacks. Please keep food and drink in the Student Center and help keep it clean.

LEARNING COMMONS / MEDIA CENTER

The BHS Library is the Center of Learning for the entire BHS Community. It has many resources that will help students fulfill their academic and personal needs. Extensive print material, books and magazines are complemented by information available through modern technology. All the resources of neighboring libraries are available and can be borrowed easily through interlibrary loan. Additionally, the Library has access to Internet and online reference sources. Computers are also available for student use.

Library Expectations:

1. The Library is open to all students for the purposes of research, reading and quiet study.
2. Students come to the library to: do assigned work, read a book/magazine, read an assigned literary work, do independent study.
3. Classes have priority use of the library and the computers located in the library.
4. You may check out books with a student ID for THREE WEEKS, with the option to renew if necessary. A fine of two cents per day per book is charged for overdue books and magazines.
5. Magazines may be signed out, but we encourage students to copy magazine articles.
6. Reference books do not circulate. When a teacher reserves books, they are shelved separately and circulate for the period specified, usually overnight.

The **Learning Commons** is open every day from 7:30 am to 2:40 pm. We hope you will use the library and cooperate in making it a pleasant place in which to work. Please do not hesitate to ask for help.

INTERNET USAGE

Students must have the *Acceptable Use Agreement for the Internet* permission form signed by a parent/guardian in order to access the internet.

LOCKERS (KEEP YOUR LOCKER AND GYM LOCKER LOCKED AT ALL TIMES)

Lockers, desks and other storage areas provided by the school system for student use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The administration and/or law enforcement officials may search lockers and other school property available for use by students for the presence of weapons, contraband or evidence of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably

related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. While students are responsible for supplying locks for their lockers, the administration will maintain a list of lock combinations.

Decorating lockers is prohibited unless given prior approval from administration.

MEDICAL EXCUSE: PHYSICAL EDUCATION / INTERSCHOLASTICS

A physical condition may limit a student's involvement in the Physical Education Program. If you need to be excused from physical activities, please follow this procedure:

1. have your doctor document the nature of your physical/health condition and what specific physical restrictions are required during school
2. obtain an alternative assignment from your teacher
3. return the completed form to the school nurse and athletic trainer if applicable

FIELD TRIPS/SCHOOL SPONSORED ACTIVITIES ([Board Policy 5600](#))

The Board of Education recognizes Field Trips as part of the school program, provided they are approved and are taken under the direct supervision of a teacher(s). All student field trips that are scheduled to last more than one day shall require the prior written approval of the Superintendent or designee and the Board. All school rules apply on such trips and the cost of the trip will be absorbed by the students.

Field Trips should not be planned for the months of January and June. You are allowed to attend only one field trip per day. No field trips should be scheduled 2 weeks prior to midterms or 4 weeks prior to the end of the school year.

LOST OR MISSING ITEMS

If you have lost an item or an item of yours is missing, please contact Security. Security will notify your house administrator if theft is suspected.

FINES

All books/material/equipment/Yondr pouches must be returned at the end of the school year. All fines, outstanding obligations, and dues must be cleared before attending any formal social function (i.e. prom, semi-formal, Graduation Ceremony, Diploma) and/or obtaining a parking permit. An accrued list is kept in the administrative offices and in Infinite Campus. Notification of outstanding fines is sent home quarterly with report cards.

STUDENT MURAL APPROVAL PROCESS

Student mural proposals must include the following before actual painting begins:

- Art teacher approves proposed design
- Teacher and/or administrator approves proposed site

- Administration approves entire proposal
- Head Custodian approves location so site surface may be prepared in advance if necessary
- Art teacher approves site preparation
- Tape off all edges with masking tape
- Securely cover floor/carpeting below and in area of mural
- Student accepts responsibility for the cost/labor needed to clean up area

COMMUNICATIONS WITH STUDENTS AND PARENTS/GUARDIANS

BHS WEBSITE: [BHS Website](#)

PARENT SQUARE

In an effort to unify and improve communication and create a stronger school-home connection, Branford Public Schools uses ParentSquare for communications. ParentSquare allows parents and guardians to receive all of their communications from the district, schools, classrooms and school activity groups in one unified app and service. For more information, contact Mr. Pisani, Director of Technology Operations at tpisani@branfordschools.org.

BACK TO SCHOOL NIGHT / OPEN HOUSE for Current Families **September 17, 2026**

Branford High School hosts an annual Back to School Night for all current families. This is a great opportunity for parents/guardians to see what is going on in school and to meet their student's teachers.

BHS HORNET FAIR for Incoming Eight Grade Students/Families **October 29, 2026**

The Hornet Fair is designed to create an immersive, hands-on experience for current Walsh Intermediate School 8th Graders and their families. The event connects incoming students with the full spectrum of BHS life, from our innovative, rigorous academic programs to our athletic teams, clubs, and extracurriculars that help cultivate their passions and discover "What it Means to be a Hornet!"

EMAIL

Faculty and staff email addresses follow this format: first initial last name [@branfordschools.org](#) (no space or punctuation between first initial and last name, e.g. bhornet@branfordschools.org). Please refer to the [staff directory](#).

INFINITE CAMPUS MESSENGER is used to inform parents/guardians about issues and key information concerning grades and events. **Please make sure BHS has your family's current email and home addresses!** Contact your child's school administrator or counselor to update demographic information for Infinite Campus.

PARENT/GUARDIAN COFFEES – AM/PM

During the school year, BHS invites parents/guardians to attend Coffees held at school early in the morning or in the evening after school hours. These gatherings offer informal opportunities for parents/guardians to meet administrators, learn about school activities and initiatives, and ask questions or voice concerns.

TEACHER CONFERENCES

Evening conferences will be offered at BHS on these dates in 2026 - 2027 from 6 pm to 8 pm:

October 15, 2026

March 9, 2027

March 25, 2027

PROGRESS UPDATES/REPORT CARDS

Teachers record a letter grade at the end of each quarter. You can see a copy of this report card through the IC Parent Portal, or a paper copy can be mailed home on request. This form also reports final examination grades and absences in each class. Please call or meet with your child's teacher(s) if you have any questions concerning marks or absences, the quality of work, or the implications of grading or attendance problems.

To review daily/weekly progress, please access the IC Parent Portal. Quarter, midterm and end of year reports will be available as usual. You must have an Infinite Campus Student Information System username and password to access the Portal. If you do not already have an active Infinite Campus username and password, you can obtain them by calling our School Counseling Support Staff at 203-315-7837 or 203-315-7836.

PARENT/GUARDIAN MEETINGS

At any time of the year, a parent or guardian may meet with one or all of a student's teachers by calling the teacher(s) or Counseling and Career Center during the school day to schedule an appointment. Parents/guardians who want to meet with one or more teachers may call or email either the teacher(s) or the Counseling Career Center to make an appointment for a mutually convenient time. Teachers, counselors or administrators may also call parents/guardians about student progress or issues.

STUDENT SERVICES AND RESOURCES

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

We are committed to ensuring that every student has the opportunity to succeed academically, socially, and emotionally. To achieve this, we use a framework called **MTSS**, or **Multi-Tiered System of Supports**.

MTSS is a proactive, data-driven approach that allows us to look at each student's unique needs and match them with the right level of instruction, resources, and support. MTSS organizes our resources into three distinct tiers. Students can move fluidly between these tiers depending on what they need at any given time:

- **Tier 1: Universal Support (For All Students)** This is the foundation. It includes high-quality classroom instruction, positive school climate initiatives, and school-wide social-emotional learning that *every* student receives.
- **Tier 2: Targeted Support (For Some Students)** If a student needs a little extra help in a specific area (like math comprehension, attendance, or stress management), they receive targeted, small-group interventions. This is designed to help them get back on track quickly.
- **Tier 3: Intensive Support (For Few Students)** For students who require highly individualized, intensive support to meet their academic or behavioral goals, we create specialized, one-on-one plans tailored to their specific needs.

Our MTSS Team is a trained team of professional school staff who identify, discuss, and monitor individual students who experience academic or behavioral difficulties that interfere with school success. Receiving referrals from a variety of sources, the MTSS Team initially meets to discuss a student's current level of performance based on grades, discipline reports, attendance, teacher summaries, guidance or social work concerns, parent/guardian communication, or information from other outside resources. The team then determines the primary areas of concern to address, and, through the team process, implements a strategic plan of action focusing on a variety of appropriate intervention strategies.

COUNSELING AND CAREER CENTER

The individual student is the primary concern for counselors in the Branford High School Counseling and Career Center. Students are assigned alphabetically to a school counselor for the four years they are enrolled in BHS. Students can make appointments to see their counselor during a study period or other free time by emailing the school counselor or requesting an appointment through E-Hall Pass. Parents/guardians are encouraged to call / meet with their student's counselor.

School Counselors provide post-secondary, academic, and individual counseling. Counselors help students gain a clearer understanding of their abilities and interests so students are better able to set their individual goals.

During the school year, students meet individually and in small groups with their counselors. Counselors have an individual meeting with each student to help them select a course of study for the next school year and plan for post-secondary goals. Parents/guardians are invited to attend in Spring of Junior year and Fall of Senior year.

Counselors meet with the freshmen class during the first quarter of the school to review information about credits, transcripts, career and college planning, as well as the many resources available to Branford High School students.

The Counseling and Career Center also hosts various evening programs, such as a “College Planning Night” and a “Financial Aid Night” to help parents/guardians and students better understand and develop post-high school plans.

Scholarship information is available through the School Counseling Department via Naviance and Google Classroom.

School Counselors Grades 9, 10, 11, 12

Grade 12		Grade 11		Grades 10		Grade 9	
CLASS OF 2027		CLASS OF 2028		CLASS OF 2029		CLASS OF 2030	
A - Dil	Harkins	A - C	Harkins	A - Con	Harkins	A - C	Harkins
Dim - Lee	Olszewski	D- Ki	Olszewski	Cot - J	Olszewski	D - J	Olszewski
Lef - Pan	Topazio	Ko - O	Topazio	K - Pen	Topazio	K - Q	Topazio
Pao - Z	O'Brien	P - Z	O'Brien	Per - Z	O'Brien	R - Z	O'Brien

COLLEGE APPLICATION PROCESS

STUDENT'S RESPONSIBILITY: [Click here to access Naviance](#)

- Fill out college applications, pay application fee, write the essay and complete any other student related materials
- Request SAT or ACT scores be sent to your colleges from the College Board or ACT
- Fill out the Student Questionnaire for counselors
- Set up a meeting with your counselor, which is important to planning and help for your counselor's recommendation

- Request recommendations from teachers. Thank teachers after they have written one.
- Fill out the orange BHS Records Request Form in School Counseling, in order to initiate the sending of student records to colleges

TEACHER'S RESPONSIBILITY

- Upload recommendations to Naviance

REGISTRAR'S RESPONSIBILITY

- Electronically send the following items through Naviance:
 - Student's transcripts
 - School profile
 - Courses in progress
 - Counselor recommendation
 - Teacher recommendations
 - Mid-year and final grades

SCHOOL COUNSELOR'S RESPONSIBILITY

- Counselor recommendation
- Assistance with and coordination of all the above with the student and family

COLLEGE ENTRANCE TESTING INFORMATION LINKS

ACT	SAT
actstudent.org	satsuite.collegeboard.org

School sponsored standardized testing windows:

PSAT (Grades 9, 10, 11)	SAT (Grade 11)	NGSS (Grade 11)
October	March/April	May

WORKING PAPERS are mandatory for work in the private sector for students between the ages of 15-17.

Working Paper forms are available in the School Counseling office.

SOCIAL WORKER

The School Social Workers' offices are located in the School Counseling area. Any student or parent who desires support or guidance may contact their school counselor for support with a referral.

SCHOOL-BASED HEALTH CENTER

The School Based Health Center is a health clinic located in Branford High School. The health center is operated by Yale-New Haven Hospital and is staffed by a Pediatric Nurse Practitioner and a Licensed Clinical Social Worker. The center provides medical and mental health services. Families - with or without insurance - or families with Medicaid are encouraged to use the health center. For more information, call 203-315-6727.

SCHOOL INSURANCE

A voluntary insurance plan is available to all students at a small cost (see summer packet). BHS strongly recommends that parents consider enrolling their student in the insurance program.

SCHOOL NURSE

The school nurse provides the following regular services:

- determines the physical health of pupils
- counsels pupils and parents on health examination results, and teachers on a need to know basis
- recommends further medical attention where indicated
- prevents and controls disease
- provides emergency treatment for injury or sudden illness

Students who become ill or sustain an injury during the school day are required to report to the school nurse. If the school nurse is not available, the student should report to the Main Office.

ALL STUDENT INJURIES MUST BE REPORTED. An accident report must be completed by the teacher and student and forwarded to the school nurse.

FREE OR REDUCED PRICE LUNCHES

National School Lunch Program regulations require that lunches be provided for needy students when the family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.

Parents shall be informed of the district policy concerning "Meals for Needy Children." A letter and application form will be distributed to all parents during the first few weeks of school. The letter will contain information on eligibility standards, procedures for applying for free "Meals for Needy Children," and how an appeal may be filed for an adjustment in the decision with respect to the application. This information and an application form will also be provided whenever a new student is enrolled. (cf. 3542.42 - Finance: Food Service)

1. Free or reduced price lunches will be provided for all students who qualify on the basis of financial need. Breakfast snacks may be provided in cases of extreme nutritional deficiency.
2. There shall be no discrimination in the furnishings of meals because of race, religion, source of income, etc.
3. The anonymity of students receiving assistance under this regulation shall be protected. The names of these students will be treated in a confidential manner. They will use a unique pin number for lunch and will obtain these items in the same manner and place as do all other children.
4. Requests for free lunches or reduced price lunches, which have been denied may be appealed to the Superintendent of Schools.
5. Records of students receiving assistance will be kept in each school. A monthly report will be submitted to the school system's main office where records for audit purposes will be maintained.

ANNUAL NOTIFICATIONS INFORMATION

Students, their parents, guardians, staff members, and administrators are responsible for following all current policies and regulations set forth by the Branford Board of Education. A complete set of policies and regulations are available on the district website at <http://www.branfordschools.org> and upon request at the Branford Board of Education Office.

We strongly request that all parents/guardians review with their children the required notice policies that are available on the district website. These policies are essential to the health, safety, and well being of all students and staff as well as the effective, efficient and consistent operations of the school district.

School district policies are updated continuously in order to reflect changes in the law and promote effective educational practices with the district. Parents and other members of the school community are advised to visit the district website at <http://www.branfordschools.org> to ensure accurate information about the most recent version of district policy or procedure. Questions concerning school district policy should be directed to the Branford Board of Education Office.

A. Notice of Non-Discrimination

This statement is not the full policy. The District's full Non-Discrimination (Personnel) policy is available at: <https://z2policy.cabe.org/cabe/browse/branford/branford/z20000073>

The Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the District. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to the staff member below in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which are available online at the link above or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Assistant Superintendent
185 Damascus Road
Branford, CT 06405

bpstitle9@branfordschools.org
(203) 315-7816

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, gender identity or expression, or disability, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy. In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights
U.S. Department of Education
Washington DC (Metro)
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 202-453-6020
Fax: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Any parent, student, staff member, Board member or community member who (1) has questions or concerns about this policy or its accompanying regulations or (2) wishes to request or discuss accommodations for a student based on religion; may contact:

Assistant Superintendent
185 Damascus Road
Branford, CT 06405
bpstitle9@branfordschools.org
(203) 315-7816

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of sex may contact the District's Title IX Coordinator:

Assistant Superintendent
185 Damascus Road
Branford, CT 06405
bpstitle9@branfordschools.org
(203) 315-7816

Any parent, student, staff member, Board member or community member who (1) has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; or (2) wishes to request an accommodation for a student on the basis of disability may contact the District's Section 504/ADA Coordinator:

Director of Student Services
Department of Student Services
12 Melrose Avenue
Branford, CT 06405
504-ADA@branfordschools.org

B. Notification Concerning School Climate

This notification is not the full policy. The District's full School Climate policy is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000082>

The Board of Education is committed to promoting a positive sustained school climate and has adopted the Connecticut School Climate Policy for implementation beginning in the 2025-2026 school year. The policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed in the policy. The District has also adopted administrative regulations to assist with the implementation of the Connecticut School Climate Policy.

Students, parents or guardians of students enrolled in the District, and school employees may file a written report of alleged challenging behavior or alleged bullying using the [Challenging Behavior Reporting Form](#). Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with the Connecticut School Climate Policy.

In addition, each school is developing a School Climate Improvement Plan to address school-wide instructional practices and relational practices that prevent, identify, and respond to challenging behavior, including but not limited to alleged bullying and harassment, in the school environment.

Under the school climate framework:

- Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- Bullying means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. Bullying includes cyberbullying, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

The Board of Education has also adopted a [Restorative Practices Response Policy](#). Such policy reflects the Board's commitment to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime.

In addition to addressing challenging behavior in accordance with the Connecticut School Climate Policy and Restorative Practices Response Policy, the District shall address challenging behavior, bullying, and harassment in

accordance with the Board's Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

C. Notice Regarding Student Discipline Policy

This notice is not the full policy. The District's full Student Discipline policy is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000101>

Please review the complete Student Discipline policy (linked above) for comprehensive information concerning the laws and procedures concerning student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:

1. Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
2. Expulsion. Students may be expelled for conduct on school grounds, on school transportation, or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

Conduct off School Grounds:

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

Seriously Disruptive of the Educational Process:

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

Actions Leading to Disciplinary Action, Including Removal from Class, Suspension and/or Expulsion:

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.

3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participates in the investigation of such reports.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of artificial intelligence ("AI") to engage in such conduct.
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar,

electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying.
33. Cyberbullying.
34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication (other than to school officials).
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication (other than to school officials).
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.

41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

D. Title IX Notice of Prohibition of Discrimination on the Basis of Sex

This notice is not the full policy. The District's full Title IX policy and Grievance Procedures are available at:
<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000084>

It is the policy of the Board of Education (the "Board") for the that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students and employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

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

District Title IX Coordinator

Assistant Superintendent
185 Damascus Road
Branford, CT 06405
bpstitle9@branfordschools.org
(203) 315-7816

School Title IX Coordinator

Branford High School
185 East Main Street
BHStitle9@branfordschools.org

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Students and employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Washington DC (Metro); 400 Maryland Avenue, SW; Washington, D.C. 20202-1475; Telephone: 202-453-6020; Fax: 202-453-6021; TDD: 800-877-8339; Email: OCR.DC@ed.gov; <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Students and employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

The Board has adopted grievance procedures for filing and responding to complaints of sex discrimination, including sexual harassment. The grievance procedures are available on the Board's website at the link above.

E. Notification of Rights Under FERPA

The District's full policy regarding student records is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000076>

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

1. The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

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

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

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for

the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

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

F. Management Plan and Guidelines for the Management of Food Allergies, Glycogen Storage Disease and/or Diabetes

This statement is not the full plan. The District's full plan is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000086>

The school district recognizes that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the

allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always considered students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

1. Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and
2. The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurses and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the

IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:

- a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.
6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
 - a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. The student's specific allergy;
 - c. The student's signs and symptoms of an allergic reaction;
 - d. The medication, if any, or other treatment to be administered in the event of exposure;
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
 - a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. Information about the disease or disease specific information (*e.g.*, type of GSD or diabetes);
 - c. Whether the student uses a CGM, and how the CGM will be monitored in school;
 - d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
 - e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (*e.g.*, Glucagon or insulin);
 - f. The location and storage of the medication;
 - g. Who will administer the medication (including self-administration options, as appropriate);
 - h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - j. Emergency contact information for the parents/family and medical provider.
8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.
9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").
10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (*e.g.*, epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary

supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the Director of Health Services. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

Parental Refusal of Medication

1. The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
 - a. The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - b. This notice fulfils the Board's obligation to annually notify parents or guardians of the need to provide such written notice.
 - c. The Refusal to Permit Administration of Epinephrine for Emergency First Aid form can be found within the policy linked start of this section.
2. The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.
 - a. The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.
 - b. This notice fulfils the Board's obligation to annually notify parents or guardians of the need to provide such written notice.
 - c. The Refusal to Permit Administration of Opioid Antagonist for Emergency First Aid form can be found within the policy linked start of this section.

G. Notice of Parent/Student Rights Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans With Disabilities Act of 1990

The District's full policy regarding Section 504 and the ADA is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000080>

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively,

“Section 504/ADA”) as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the District has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District’s education programs without discrimination based on his/her disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child’s disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child’s educational records at a reasonable cost unless the fee would effectively deny you access to the records;

12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.
16. The Section 504/ADA Coordinator for the District is:

Charles J. Cicarella
 Chief of Student Support Services
 Branford Public Schools
 185 Damascus Road
 Branford, CT 06405
 (P) 203-488-5000 (F) 203-315-3535

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Washington DC Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202
 (202) 453-6020

Connecticut State Department of Education
 Complaint Resolution Procedure
 Elementary and Secondary Education Act
 34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).

7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

- E. Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

H. Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

The District’s full policy regarding the PPRA is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000077>

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student’s parent;
 - b. mental or psychological problems of the student or the student’s family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent or eligible student to receive notice and opt out of a student’s participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;
5. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
6. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent’s first and last name, a home or other physical address; a telephone number or a social security number;

7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities; and
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

I. Notification Regarding Student Attendance

This notification is not the full policy. The District's full Attendance policy is available at:<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000088>

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

of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to Connecticut General Statutes section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

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

Attendance/Excused Absences

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the administration has adopted and maintains procedures to implement the Board's policy.

Students and families are encouraged to consult the District's policy and regulations related to student attendance ([link above](#)) which address, among other things, attendance and truancy and incorporate the following terms:

"Absence" - any day during which a student is not considered "in attendance" at the student's assigned school and/or participating in an activity sponsored by the school (e.g., field trip) for at least half of the regular school day.

"Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:

- a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with District regulations.

- b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and District regulations; or
 - vi. lack of transportation that is normally provided by a District other than the one the student attends.

A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day.

"Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism.

"Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

"Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

J. Wellness

This notification is not the full policy. The District's full Wellness policy is available at:

<https://z2policy.cabe.org/cabe/browse/branford/branford/z20000079>

It is the policy of the Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e., any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

The Board, following consultation with the Advisory Council, has adopted goals and guidelines in order to promote student wellness. The goals and guidelines are available in the full Wellness policy, linked above.

Oversight of the Wellness Policy

The Board shall designate the Director of Health Services to be responsible for the oversight of the district's wellness program. The Director of Health Services will be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which district schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy.

Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the Triennial Assessment.

K. Notification Concerning Asbestos Management Plan

The Board of Education (the "Board"), in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Board.

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within five working days after receiving a request from a member of the public.

L. Notification of Data Sharing Agreements

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Board of Education (the “Board”) maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, “student data”). The address of the Internet website is <https://www.branfordschools.org/departments/technology-information>. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

CHRISTOPHER J. TRANBERG, PH.D.
Superintendent of Schools

ALLISON K. MORAN
Assistant Superintendent of Schools

BLAIZE LEVITAN
Chief Operating Officer



BRANFORD PUBLIC SCHOOLS

185 Damascus Road, Branford, CT 06405-3717
203.488.7276 • Fax 475.338-3900
www.branfordschools.org

July, 2024

RE: ASBESTOS MANAGEMENT PROGRAM

The Branford Public Schools facilities has been inspected several times over the years since 1984 to determine if asbestos was present and to evaluate the potential for human exposure to airborne fibers of asbestos. As in the case for most public and commercial building in New England, asbestos-containing products were found in the school buildings. Where the potential exists for damaged materials to cause asbestos fibers to be released into the air, we have encapsulated or enclosed the material. Most of the materials that present a potential for exposure are in areas that are inaccessible to students, such as boiler rooms and pipe tunnels.

An Asbestos Management Program has been developed to maintain these materials in a condition in which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year.

Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Branford schools could call the Director of Facilities at 203-315-7803 to see the Asbestos Management Plan, which is on file in the main office of each building and the Facilities Officer.

Sincerely,

Christopher J. Tranberg, Ph.D.
Superintendent of Schools

cc: Blaize Levitan, Chief Operating Officer
Brendan Leddy, Director of Facilities

DAILY SCHEDULE

Period & Time (No HIVE)	Day A	Day B	Day C	Day D	Tues & Thu Only (with HIVE)
Period 1 7:30 - 8:30 (60 min)	1	1	1	3	Period 1 7:30 - 8:25 (55 min)
Period 2 8:34 - 9:34 (60 min)	2	2	2	4	Period 2 8:29 - 9:24 (55 min)
HIVE Tuesday and Thursday	XXXX	XXXX	XXXX	XXXX	HIVE 9:28 - 9:53 (25 min)
Period 3 9:38- 10:38 (60 min)	3	3	5	5	Period 3 9:57 - 10:52 (55 min)
Period 4 10:42 - 12:16 w/ lunches (60 min.) 10:42 - 11:12 - lunch 11:16 - 12:16 - class 10:42 - 11:42 - class 11:46 - 12:16 - lunch	4	4	6	6	Period 4 10:56 - 12:26 w/lunches (56 min) 10:56 - 11:26 - lunch 11:30 - 12:26 - class 10:56 - 11:52 - class 11:56 - 12:26 - lunch
Period 5 12:20 - 1:20 (60 min)	5	7	7	7	Period 5 12:30 - 1:26 (56 min)
Period 6 1:25 - 2:25 (60) Drop	6 7 & 8	8 5 & 6	8 3 & 4	8 1 & 2	Period 6 1:30 - 2:25 (55 min)

EARLY RELEASE BELL SCHEDULE (42 minute periods)

Period	Time
1st	7:30 AM - 8:12 AM
2nd	8:17 AM - 8:59 AM
3rd	9:04 AM - 9:46 AM
4th	9:51 AM - 10:33 AM (no lunches)
5th	10:38 AM - 11:20 AM
6th	11:24 AM - 12:06 PM

2-HOUR DELAY BELL SCHEDULE

Period	Time
1st	9:30 AM - 10:10 AM
2nd	10:15 AM - 10:55 AM
3rd	11:00 AM - 11:40 AM
4th	11:45 AM - 12:15 PM lunch 12:20 PM - 1:00 PM class 11:45 AM - 12:25 PM class 12:30 PM - 1:00 PM lunch
5th	1:05 PM - 1:45 PM
6th	1:50 PM - 2:25 PM

90-MINUTE DELAY BELL SCHEDULE

Period	Time
1st	9:00 AM - 9:45 AM
2nd	9:50 AM - 10:35 AM
3rd	10:40 AM - 11:25 AM
4th	11:25 AM - 11:55 AM lunch 12:00 PM - 12:40 PM class 11:25 AM - 12:05 PM class 12:10 PM - 12:40 PM lunch
5th	12:45 PM - 1:30 PM
6th	1:35 PM - 2:25 PM

IMPORTANT DISTRICT PHONE NUMBERS

Branford High School	203-488-7291
Attendance	203-315-6744
Cafeteria	203-315-6741 or 203-315-7842
Guidance	203-315-6730
Nurse	203-315-6733
School Based Health	203-315-6727
Bus Transportation	855-743-3986
O.Fax-Faculty Room	203-315-6750
Athletics Office	203-315-6735
Branford Board of Education	203-488-7276
BOE Fax	203-315-3505
Shoreline Adult Education	203-488-5693
Murphy School	203-483-1832
Sliney School	203-481-5386
Tisko School	203-483-1826
Walsh Intermediate	203-488-8317
Student Services	203-488-5000

ATHLETIC FIELDS

James L. MacVeigh
Athletic ComplexC
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