

Brien McMahon High School
Guide for Students and Families



2019-2020

300 Highland Avenue
Norwalk, CT 06854
Phone: 852-9488 Fax: 899-2813
www.norwalkps.org click <schools> then <Brien McMahon>

BRIEN McMAHON HIGH SCHOOL

300 Highland Avenue
Norwalk, CT 06854

Tel: (203) 852-9488
Fax: (203) 899-2813



Principal
Scott Hurwitz

Assistant Principals
Jacqueline Aarons
Qadir Abdus-Salaam
Marie Allen
Barbara Wood

August 2019

Dear Parents and Students:

The material covered within this ***Guide for Students and Families*** handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superceded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student”, “students”, or “children”. Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District’s Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in a policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

If you have any questions, please call me or your child’s Assistant Principal. I look forward to a wonderful school year.

Sincerely,

Scott Hurwitz

Scott Hurwitz
Principal

OUR MISSION

Brien McMahon High School will provide a supportive environment that will enable all students to grow academically and personally, and to contribute to society. We will teach, encourage and model respect and responsibility. We will challenge all students to demonstrate high levels of achievement, using clearly defined standards, as they become self-directed, life-long learners

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BRIEN MCMAHON HIGH SCHOOL CORE VALUES AND LEARNING EXPECTATIONS

Core Values:

Brien McMahon High School will prepare all students for the challenges of the 21st century by inspiring intellectual curiosity and fostering our students to become responsible, ethical, and innovative members of society.

Beliefs about Learning:

Students learn best when....

- They are active and engaged in their own learning
- Parents/Guardians take an active and supportive role in their child's education on a daily basis
- Teachers promote a high level of intellectual curiosity by presenting students with dynamic, relevant (personalized), rigorous lessons
- There are clear and consistent expectations and rules for all students, faculty, staff and administrators
- There is a safe, supportive, respectful and collaborative environment

Learning Expectations:

BMHS students, as innovative problem solvers, will draw upon prior knowledge to sustain active inquiry, and take educated risks as critical thinkers.

BMHS students, as ethical members of a diverse society, will demonstrate an understanding of civic rights and duties by positively and responsibly contributing to the school and larger community.

BMHS students, as 21st century communicators, will be able to listen, to write, speak and present ideas effectively.

BMHS students, as engaged learners will be responsible for their learning and effectively contribute to the learning environment.

CONTACT INFORMATION

BOARD OF EDUCATION MEMBERS

Michael Barbis, Chair	203-838-7887	barbism@norwalkps.org
Sarah Lemieux, Vice Chair	203-988-4294	lemieuxs@norwalkps.org
Bryan Meek, Secretary	302-858-2213	meekeb@norwalkps.org
Michael Lyons	203-866-4101	lyonsm@norwalkps.org
Heidi Keyes	203-539-9483	keyesh@norwalkps.org
Julie Corbett	312-479-7719	corbettj@norwalkps.org
Bruce Kimmel	917-207-6612	kimmelb@norwalkps.org
Erik Anderson	203-952-5325	andersone@norwalkps.org
Barbara Meyer-Mitchell	646-263-7330	Meyer-mitchellb@norwalkps.org
Harry Rilling, Mayor	203 854-7707	(Ex-officio)

The Board's main purpose is to set policy to improve student learning. Board members are interested in the public's opinion on district issues because it helps them to set policy that reflects community values and expectations.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda, the Board Chair person will call on individuals who want to make a statement or to express a viewpoint.

In order to perform its duties in an open and public manner and in accordance with state law, the Norwalk Board of Education holds regular business meetings on the 1st and 3rd Tuesdays of each month at 7:00 PM. Normally, meetings are held in Room A300 of Norwalk City Hall, and occasionally at other locations. Both the agenda and the location are posted on the district website the Friday prior to the meeting. Parents, students and other community members are encouraged to attend.



CENTRAL OFFICE

Address: 125 East Avenue
Hours: 8:00 a.m. – 4:00 p.m.
Website: www.norwalkpublicschools.org
Main Number: 854-4000

	NAME	Phone	E-mail
Superintendent of Schools	Dr. Steven Adamowski	203 854-4001	adamowskis@norwalkps.org
Chief Academic Officer	Dr. Brenda Myers	203 854-4143	myersb@norwalkps.org
Chief Communications Officer	Ms. Brenda Wilcox-Williams	203-854-4003	williamsb@norwalkps.org
Chief Financial Officer	Mr. Tom Hamilton	203-854-4063	hamiltont@norwalkps.org
Chief of School Operations	Mr. Frank Costanzo	203-854-4081	costanzof@norwalkps.org
Chief of Specialized Learning and Student Services	Ms. Yvette Goorevitch	203-854-4126	goorevitchy@norwalkps.org
Chief Talent Officer	Mr. Javier Padilla	203-854-4055	padillaj@norwalkps.org
Chief of Digital Learning & Development	Mr. Ralph Valenzisi	203-854-4039	valenzisir@norwalkps.org
Asst. Chief Talent Officer & Director of Labor Relations	Mr. Christopher Sugar	203-854-4019	sugarc@norwalkps.org
Director of Facilities	Mr. William Hodel	203-854-4053	hodelw@norwalkps.org
Director of School Improvement	Ms. Sandra Faioes	203 854-4136	faiuess@norwalkps.org
Health Services	Ms. JoAnn Malinowski	203 854-4129	malinowskij@norwalkps.org
Director of Research Accountability	Ms. Diane Filardo	203-854-4031	filardod@norwalkps.org
District School Preparedness Coordinator	Mr. Jorge Rios	203-854-4117	riosj@norwalkps.org
K-12 Director of Humanities	Ms. Janine Goss	203-854-4080	gossj@norwalkps.org
K-12 Director of STEM	Ms. Tina Henckel	203-854-4111	henckelt@norwalkps.org
ELL Instructional Specialist	Mrs. Helene Becker	203 854-4090	beckerh@norwalkps.org
Student Records	Ms. Spencer Winnifred	203-854-4175	winnifreds@norwalkps.org
Transportation	Ms. Johanna Zanvettor	203 854-4074	zanvettorj@norwalkps.org
Director of Pupil Personnel	Ms. Stacey Heiligenthaler	203-854-4126	heiligenthalers@norwalkps.org

BRIEN MCMAHON HIGH SCHOOL

Main Number: 203-852-9488

Website: www.norwalk.k12.ct.us/bmhs

	NAME	Extension	E-mail
Principal	Scott Hurwitz	Ext. 11329	hurwitzs@norwalkps.org
Administrative Assistant	Flora Villegas	Ext. 11329	villegasf@norwalkps.org
Assistant Principals	Jacqueline Aarons	Ext. 11403	aaronsj@norwalkps.org
	Qadir Abdus-Salaam	Ext. 11331	abdus-salaamq@norwalkps.org
	Marie Allen	Ext. 11403	allenm@norwalkps.org
	Barbara Wood	Ext. 11331	woodb@norwalkps.org
CGS Administrator	Julie Parham	Ext. 11007	parhamj@norwalkps.org
Health Center	Julia Starkman	Ext. 11210	
Nurse	Barbara Faccenda	Ext. 11216	faccendab@norwalkps.org
	Barbara Cunningham	Ext. 11218	cunninghamb@norwalkps.org
Social Workers	Rachel Josovitz	Ext. 11308	josovitzr@norwalkps.org
	Dr. David Andersen	Ext. 11300	andersend@norwalkps.org
Psychologist	Samuel Ralston	Ext. 11298	ralstons@norwalkps.org
School Counselors	Dawn Leeds	Ext. 11294	leedsd@norwalkps.org
	Paola Perez	Ext. 11307	perezp@norwalkps.org
	John Castelluzzo (CGS)	Ext. 11297	castelluzzoj@norwalkps.org
	Elaine Gratrix	Ext. 11306	gratrixe@norwalkps.org
	Marcy Sansolo	Ext. 11299	sansolom@norwalkps.org
	Chad Southerland	Ext. 11305	southerlandc@norwalkps.org
	Daniela Kimmich	Ext. 11311	tejadad@norwalkps.org
	Grace D'Onofrio	Ext. 11317	donofriog@norwalkps.org
	Kirstin Abrahams	Ext. 11304	abrahamsk@norwalkps.org
Kids in Crisis	Meghan Grasso	Ext. 11319	GrassoM@norwalkps.org
Rise Coordinators	Avery Washington	Ext. 11092	washingtona@norwalkps.org
	Sharina Jimenez	Ext. 12092	jimenezs@norwalkps.org

DEPARTMENT LEADERS

Main Number: 203-852-9488

Website: www.norwalkpublicschool.org click <links> then <Brien McMahon>

DEPARTMENT	NAME	PHONE	EMAIL
Art	Sarah Ritz Swain	Ext. 11113	swains@norwalkps.org
Athletic Director	John Cross	Ext. 11246	crossj@norwalkps.org
Business	Emily Slattery	Ext. 11062	slatterye@norwalkps.org
English	Danielle Brown	Ext. 11433	brownd@norwalkps.org
Guidance	Dawn Leeds	Ext. 11294	leedsd@norwalkps.org
Math	Thomas O'Neil	Ext. 11414	oneilt@norwalkps.org
Music	Ronald Secchi	Ext. 11127	secchir@norwalkps.org
Physical Education	Tory Sullivan	Ext. 11205	sullivant@norwalkps.org
ROTC	Robert Killackey	Ext. 11428	killackeyr@norwalkps.org
Science	Thomas Seuch	Ext. 11224	seucht@norwalkps.org
Social Studies	Amanda McAndrew	Ext. 11432	mcandrewa@norwalkps.org
Special Education	Justin Zerega	Ext. 11203	zeregaj@norwalkps.org
World Languages	Sylvia Galambos	Ext. 11054	galamboss@norwalkps.org

PARENT GROUPS



BMHS PARENTS' CLUB (PC)

BMHS Parents and student advocates are ALWAYS invited to attend our monthly meetings. These meetings provide a forum to discuss school issues and to hear from administration, teachers and guest speakers. We seek to enhance our school community through our meetings, through raising money to support student activities, and by keeping our school community aware of its key activities. Other worthwhile parent groups support specific school organizations, but we are the only group that tries to support ALL the parents and students at Brien McMahon High School. The primary Parents' Club activities include (but are not limited to):

- Monthly meetings including guest speakers
- Annual fundraisers
- Donations to various BMHS student clubs
- Norwalk Public Schools' College Fair
- Senior Fashion Show
- Senior Scholarship Awards for Paid PC members
- Post-Graduation Party (PGP) ~ FREE to all graduating seniors

Membership forms can be downloaded from the website and are also available at the monthly meetings.

Co-Presidents: Tracy Gulick tracy.gulick@yahoo.com
Margee Aldrich margeealdrich@gmail.com

Website: www.norwalkpublicschools.org click <links> then <Brien McMahon><Parents><PTSA>

SENATORS MARCHING BAND PARENTS

BMHS is proud of our talented, award-winning Senators Marching Band. An active parents club coordinates fundraising events, supervises travel and oversees the band organization.

Website: www.bmhsband.org

DISTRICT PTO COUNCIL

The mission of the Norwalk PTO Council is to support and speak on behalf of the educational needs of all Norwalk Public School children. The PTO Council serves as a resource for parents and the community on educational issues. The goal of the PTO Council is to maximize opportunities for communication between parents, teachers, administrators, Board of Education members, government officials and the general public.

The PTO Council is a district-wide parent organization that meets on the fourth Monday of the month, at 7:30 p.m., except when date changes are made for scheduled school holidays. Locations vary, so please check the calendar on their website or contact your school's PTO representative.

Your PTO Council Representatives are: TBD

Website: www.ptocouncil.org E-mail: info@ptocouncil.org

VOICES OF HISPANIC PARENTS

The VHP is a group of parents who meet with the Principal and members of the Peace Project to discuss academic issues. The mission of the group is to create a better understanding of the workings of BMHS and to eliminate the isolation that may be caused by a language barrier. A steering committee plans relevant workshops to be delivered in Spanish throughout the school year. All parents are welcome to attend. Please see our website for more information.

SCHOOL GOVERNANCE COUNCIL

This committee brings together parents, school staff, and community leaders to work together to improve student achievement. The committee analyzes data and school needs, reviews the school's resources, and advises the principal in making programmatic and operational changes. The committee meets once per month. Please contact the school principal if you are interested in being part of the committee.

BELL SCHEDULES

NORMAL DAY SCHEDULE

BLOCK 1 –	7:30 – 8:59	(89)
BLOCK 2 –	9:04 – 10:37	(93)
Announcements		
BLOCK 3 –	10:42 – 12:42	(120)
<u>LUNCH 1</u>	10:42 – 11:12	(30)
CLASS	11:12 – 12:42	(90)
CLASS	10:42 – 11:12	(30)
<u>LUNCH 2</u>	11:12 – 11:42	(30)
CLASS	11:42 – 12:42	(60)
CLASS	10:42 – 11:42	(60)
<u>LUNCH 3</u>	11:42 – 12:12	(30)
CLASS	12:12 – 12:42	(30)
CLASS	10:42 – 12:12	(90)
<u>LUNCH 4</u>	12:12 – 12:42	(30)
BLOCK 4 –	12:47 – 2:15	(88)

HOUSE DAY SCHEDULE

BLOCK 1 –	7:30 – 8:50	(80)
BLOCK 2 –	8:55 – 10:18	(83)
Announcements		
HOUSE –	10:23 – 10:43	(20)
BLOCK 3 –	10:48 – 12:49	(121)
<u>LUNCH 1</u>	10:48 – 11:18	(30)
CLASS	11:19 – 12:49	(90)
CLASS	10:48 – 11:18	(30)
<u>LUNCH 2</u>	11:20 – 11:50	(30)
CLASS	11:49 – 12:49	(60)
CLASS	10:48 – 11:48	(60)
<u>LUNCH 3</u>	11:49 – 12:19	(30)
CLASS	12:19 – 12:49	(30)
CLASS	10:48 – 12:18	(90)
<u>LUNCH 4</u>	12:19 – 12:49	(30)
BLOCK 4 –	12:54 – 2:15	(81)

2-HR DELAYED OPENING

BLOCK 1 –	9:30 – 10:20	(50)
BLOCK 2 –	10:25 – 11:18	(53)
Announcements		
BLOCK 3 –	11:23 – 1:23	(120)
<u>LUNCH 1</u>	11:23 – 11:53	(30)
CLASS	11:53 – 1:23	(90)
CLASS	11:23 – 11:53	(30)
<u>LUNCH 2</u>	11:53 – 12:23	(30)
CLASS	12:23 – 1:23	(60)
CLASS	11:23 – 12:23	(60)
<u>LUNCH 3</u>	12:23 – 12:53	(30)
CLASS	12:53 – 1:23	(30)
CLASS	11:23 – 12:53	(90)
<u>LUNCH 4</u>	12:53 – 1:23	(30)
BLOCK 4 –	1:28 – 2:15	(47)

90 MINUTE EARLY DISMISSAL

BLOCK 1 –	7:30 – 8:30	(60)
BLOCK 2 –	8:35 – 9:38	(63)
Announcements		
BLOCK 3 –	9:43 – 11:43	(120)
<u>LUNCH 1</u>	9:43 – 10:13	(30)
CLASS	10:13 – 11:43	(60)
CLASS	9:43 – 10:13	(30)
<u>LUNCH 2</u>	10:13 – 10:43	(30)
CLASS	10:43 – 11:43	(60)
CLASS	9:43 – 10:43	(60)
<u>LUNCH 3</u>	10:43 – 11:13	(30)
CLASS	11:13 – 11:43	(30)
CLASS	9:43 – 11:13	(90)
<u>LUNCH 4</u>	11:13 – 11:43	(30)
BLOCK 4 –	11:48 – 12:45	(57)

2 HOUR EARLY DISMISSAL

BLOCK 1 –	7:30 – 8:30	(60)
BLOCK 2 –	8:35 – 9:35	(60)
Announcements		
BLOCK 3 –	9:40 – 10:40	(60)
BLOCK 4 –	10:45 – 11:45	(60)
<u>LUNCH 4</u>	11:45 – 12:15	(30)

****INTERIM AND MARKING PERIOD CLOSING DATES****

First Quarter:

Interim – October 4, 2019
Report Card – November 13, 2019

Second Quarter:

Interim – December 13, 2019
Report Card – January 30, 2020

Third Quarter:

Interim – March 3, 2020
Report Card – April 14, 2020

Fourth Quarter:

Interim – May 12, 2020
Report Card – June 12, 2020

****Dates subject to change due to school closures****

COLLEGE ADMISSION TESTING: PSAT, SAT, ACT, AP, IB

PSAT (Preliminary Scholastic Aptitude Test) is a test that is designed as preparation for the SAT (Scholastic Aptitude Test) and is administered in the latter part of October. The SAT I and SAT II test are administered throughout the school year and are required by many colleges and universities as part of the admissions process. The dates of the tests are listed below.

PSAT TEST FOR 2019(www.collegeboard.com)

The PSAT (Preliminary Scholastic Aptitude Test) will be held at Brien McMahon High School during school on TBD. All sophomores and juniors will take the PSAT on October 16, 2019. Brien McMahon High School Code for the PSAT and SAT is 070-698. Test Center #07-450.

SAT TEST DATES FOR 2019-2020 (www.collegeboard.com)

<u>Test Date</u>	<u>Test</u>	<u>Registration Deadline</u>
October 5, 2019	SAT I&II	September 24, 2019
November 2, 2019	SAT I&II	October 22, 2019
December 7, 2019	SAT I&II	November 26, 2019
March 14, 2020	SAT I (only)	March 3, 2020
May 2, 2020	SAT I&II	April 21, 2020
June 6, 2020	SAT I&II	May 27, 2020

ACT TEST DATES FOR 2019-2020

Some students may elect to take the ACT in addition to or instead of the SAT. Please see www.actstudent.org for more information.

ACT Test Date	Registration Deadline
September 14, 2019	August 16, 2019
October 26, 2019	September 20, 2019
December 14, 2019	November 8, 2019
February 8, 2020	January 10, 2020
April 4, 2020	February 28, 2020
June 13, 2020	May 8, 2020

ADVANCED PLACEMENT (AP) TESTING

AP Testing takes place during the month of May. Registration for the test is coordinated by the guidance office, usually in January. BMHS offers the following Advanced Placement Courses.

- AP English Language & Composition
- AP English Literature
- AP Computer Science A
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Economics
- AP Biology
- AP Physics 1
- AP Chemistry
- AP Psychology
- AP US History
- AP US Government
- AP Italian
- AP Music Theory

IB TEST DATES FOR 2019-2020

The deadline for registering for IB testing will be Friday, November 1, 2019. The examination window will run for three weeks, from April 30, 2020 through May 22, 2020. For more questions, please contact Nicole Stockfish via email at stockfischn@norwalkps.org.

ATTENDANCE POLICY — HIGH SCHOOL

DEFINITION OF AN ABSENCE

Connecticut General Statute 10-198a guides local districts in defining absences and aids in the development of attendance procedures: *A student is considered to be “in attendance” if present at his or her assigned school, or an activity sponsored by the school (i.e. field trip), for at least half the regular school day. A student who is not “in attendance” is considered absent.*

Similarly, a student is considered to be “in attendance” to an individual class period if present in the class or at a school sponsored activity (i.e. field trip).

In high school, a student will lose credit on the 13th absence in a full-year course, 7th absence in a semester-length course, and 4th absence in a quarter-length course.

EXCUSED ABSENCE

An absence is considered *excused* when the school receives notification from a parent or guardian.

UNEXCUSED ABSENCE

An absence is considered *unexcused* when the school does not receive notification from a parent or guardian.

- Students who are deemed to be unexcused absent from school may be subject to disciplinary consequences. Any student who is unexcused absent may not receive credit for any work due on that day and/or for any work produced by the class on the day of the absence (including assessments).
- If a student is present in school, but does not attend a scheduled class (class cut), such an absence will be considered unexcused. Any student who has cut a class may receive a zero “0” for any work due on that day and/or for any work produced by the class on the day of the absence (including assessments). Also, a student who cuts class will be subject to an **extended detention**. Persistent cutting of classes will result in additional disciplinary action and administrative intervention.

AUTHORIZED ABSENCE

Additional documentation beyond the parent notification is required for an absence to be considered “authorized.” These absences will not count toward the total number of absences allowable before losing credit. Any absence will be considered “authorized” under the following circumstances:

- Extended illness as approved by the school nurse or medical personnel.
- Student observance of a religious holiday.
- Death in student’s family or other emergency beyond the control of the student’s family.
- Mandated court appearance.
- Educational opportunities (i.e. college visits) pre-approved by school administration.

NOTIFICATION PROCESS

Course	First Notice: Communication Home (phone, letter, or email)	Second Notice: Communication Home (phone, letter, or email)	Third Notice: Formal Meeting with Student and/or Parent and Counselor or Housemaster	Denial of Credit: Notified of Loss of Credit in Writing, Right to Appeal
Full-Year Course	4 th Absence	8 th Absence	10 th Absence	13 th Absence
Semester-Length Course	4 th Absence	x	6 th Absence	7 th Absence
Quarter- Length Course	3 rd Absence	x	x	4 th Absence

DENIAL OF CREDIT

Students with absences (unexcused or excused) totaling 13 in a full-year course, 7 in a semester course, and 4 in a quarter length course may be denied credit. Parents will be notified in writing of the denial of credit, and students will have a designated amount of time from the date of the letter to appeal to the attendance committee for restoration of credit. Students are expected to maintain their current academic progress and attend class during the appeals process. **A student who does not appeal for restoration or whose appeal is denied will still receive the appropriate course grade, which will be utilized for honor roll calculation, but will not receive credit toward graduation.** Depending on the course and the student's cumulative credit count, the course may need to be repeated.

Students in grade 12 and any other student eligible for graduation that school year will have their attendance reviewed at the end of the first semester in all courses. If the student has exceeded the allowed number of absences in any of their classes, they will be denied credit. This can include, but is not limited to denying 0.5 credits in a 1.0 credit course. The purpose is to enable students the opportunity to recover the required credit prior to graduation.

RIGHT OF APPEAL

The Attendance Procedure is not designed to deny credit to students who, through no fault of their own, are unable to attend school or class due to legitimate illness or other conditions beyond the student's and/or parent's control. At the end of the **semester or year**, students will have an opportunity to appeal to have credit restored. To be eligible for the appeal process, students must continue classroom responsibilities and attend class.

APPEALS COMMITTEE AND PROCESS

The Attendance Appeals Committee is comprised of school administration and other staff, specifically: a teacher, administrator (not the student's housemaster), guidance counselor (not the student's counselor), and a member of the school's support staff (nurse, psychologist, social worker, possibly a second teacher or counselor). The purpose of this committee is to hear from students (and their families) to determine if credit should or should not be restored in situations where students have exceeded the number of absences allowed in a course.

Students wishing to appeal must complete the following:

- Within a designated amount of time after a student is notified of possible denial of credit, he or she should submit a completed Attendance Appeal Form to the office in order to appeal denial of credit.
- Any additional documentation (doctor's notes, etc.) that may help to verify absences should be supplied for consideration.
- After the meeting, the Attendance Appeals Committee will notify the student and his or her family if credit is or is not restored.
- In some instances, conditions may be granted for students to have credit restored, provided that consistent attendance is achieved going forward.
- Students and/or their parents or guardians may be required to meet with the Appeals Committee to discuss the situation.

All cases will be considered on an individual basis, and when relevant, issues of confidentiality will be respected. The final decision is a majority vote of the Appeals Committee.

****The timeline and specific requirements regarding the Appeals Committee Procedure will be published at the start of each semester or school year.***

TARDINESS

Arriving to class on time is an expectation. A student who arrives during the first half of class (*45 minutes for a 90 minute block*) without written authorization from a staff member will be considered **tardy**. After the first half of class, it will be considered an absence. Each time a student is **tardy** to class, it will be documented electronically and there will be progressive discipline.

The following consequences will be assigned for tardiness:

- 3rd Incident: Office assigned detention
 - If the tardiness is egregious, the detention will occur prior to the third tardy.
 - Teachers are also encouraged to intervene. For example: teacher assigned detention, call home, student/parent meeting, lunch detention with teacher...etc.
- Incidents 4-5: Extended detention (Thursday, Saturday, or other weekdays)
- Additional Incidents: *Multiple* extended detentions, in-school suspension, other tiered Interventions

Regulation approved: 8/28/85

Revised: 6/7/88

Revised: 9/20/94

Revised: 6/20/95

Revised: 6/7/16

Revised: TBA (August 2017)

NORWALK PUBLIC SCHOOLS

NORWALK, CONNECTICUT

GENERAL INFORMATION

ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

CAFETERIA EXPECTATIONS

Please do the following during your lunch-shift:

- Respect yourself. Respect others. Respect property.
- **Find a seat with your friends and remain there for the entire lunch shift.**
- Throw away your trash when you leave your table. Keep the cafeteria clean.
- When the bell rings, return to class.

Students who do not adhere to the above expectations are subject to disciplinary action as outlined in the Code of Conduct.

CLASS OFFICERS

The *freshman, sophomore, junior, and senior classes* have their own class officers. The goal of the class officers is to develop activities that will interest their particular grade level. By doing this, officers learn to work together and involve a broader cross-section of the class. Individual classes raise funds to defray the cost of various expenses.

CODE OF CONDUCT

- **STUDENTS RECEIVED IN SEPARATE HANDOUT – PLEASE SEE WEBSITE FOR UPDATED VERSION**

Please see the *District Handbook for Students and Families* for detailed information about expectations for student conduct.

DRESS CODE

GOALS OF THE STUDENT DRESS CODE

A high school is a place of learning and as such, the clothes that students wear should not distract from or impede the ability of all students to learn. While the dress code imposes limits on what students can wear to school, it is intended, to the extent possible, to provide students with freedom of expression and freedom of speech.

The primary responsibility for a student's attire resides with the student and his/her parents or guardians. Brien McMahon High School is responsible for ensuring that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

It is understood that certain body parts must be covered for all students. Clothes must be worn in a way such that private body parts are covered with opaque material. All items listed in the “must wear” and “may wear” categories must meet this basic principle.

DRESS CODE (CONTINUED)

Staff members may not impose their values and opinions over and above this policy and/or impose penalties not included in this policy. In addition, it is understood that when staff members are required to address a concern with a student’s clothing choice, it will be done so with sensitivity and without shaming the student.

STUDENTS MUST WEAR:

- a) An appropriate garment to cover the upper portion of the body
- b) Appropriate bottoms: pants, sweatpants, shorts, skirt, dress, leggings
- c) Appropriate Footwear; activity-specific shoe requirements are permitted; e.g., for PE, a class project, lab safety, or a field trip.

Note: Courses that include attire as part of the curriculum (e.g., professionalism, public speaking and job readiness) may include assignment-specific dress

STUDENTS MAY WEAR:

- a) Hats, including religious headwear that allows the face to be visible to staff and not interfere with the line of sight of any student or staff
- b) Hoodie sweatshirts, with over-the-head permissible as long as the face is visible to staff and as long as they are not used to conceal use of headphones.
- c) Fitted pants, including leggings, yoga pants and skinny jeans;
- d) Comfortable pants such as sweat pants, flannel, or fleece
- e) Ripped jeans, as long as they comply with all other aspects of the dress code
- f) Tank tops, including spaghetti straps, halter tops and strapless tops
- g) Athletic attire
- h) Clothing with commercial or athletic logos.
- i) Clothing with political statements provided that the statements do not disrupt the educational process or create a hostile environment

STUDENTS CANNOT WEAR

- a) Clothing with violent language or images;
- b) Clothing with images or language depicting drugs or alcohol (or any illegal item or activity or the use of same)
- c) Clothing with profane language or depicting nudity or sexual acts
- d) Clothing with hate speech, images, or language that create a hostile or intimidating environment based on any protected class; i.e., race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification
- e) Visible underwear. (Note that waistbands or straps on undergarments worn under other clothing are not a violation.)
- f) Bathing suits
- g) Helmets, masks, or headgear that obscure the face (except as a religious observance).
- h) Clothing or apparel worn to symbolize membership in a gang or clique.
- i) In terms of messages, words, and ideas displayed on clothing or apparel, Brien McMahon High School supports students in their right to free speech per The Supreme Court ruling in Tinker v Des Moines from 1969:

“The Court...held that the students did not lose their First Amendment rights to freedom of speech when they stepped onto school property. In order to justify the suppression of speech, the school officials must be able to prove that the conduct in question would "materially and substantially interfere" with the operation of the school.”

"Tinker v. Des Moines Independent Community School District." 27 Mar. 2019, www.oyez.org/cases/1968/21.

Sources

- Oregon NOW Model Dress Code Policy, February 2016 (used with permission)
- Norwalk School District’s policy 5132, GLSEN, ACLU

HOUSE PROGRAM

The Brien McMahon High School Advisory Program will continue in the 2019-2020 school year. Students will be assigned a faculty advisor with whom they will work in a small group throughout the year. The mission of the advisory program is to prepare students for life’s transitions, including career development and post-secondary opportunities through meaningful connections. HOUSE will meet for 20 minutes every Wednesday.

PEER MEDIATION

The goal of peer mediation is to provide a peaceful resolution to a conflict before it escalates in to a disciplinary referral. There is evidence that some students are more apt to listen to their peers. Peer Mediation reduces classroom disruptions and improves the climate of the school. Advisor: Mr. Castelluzzo.

PUBLICATIONS

Our high school publications serve to enhance the educational activities of the buildings. They are as follows:

- | | |
|---------------------|-----------------------|
| • School Newspaper | <i>THE PRIDE TIME</i> |
| • Literary Magazine | <i>SPECTRUM</i> |
| • Yearbook | <i>ANNALES</i> |

SCHOOL NEWSPAPER: THE PRIDE TIME

The school newspaper is considered an integral part of the school curriculum. Its primary academic mission is to encourage responsibility, analytical thinking, writing skills, and interviewing techniques. When published, the paper must reflect the best journalistic writing style.

School newspapers will be governed by the following guidelines:

1. News will be presented in an impartial and unbiased manner.
2. All material must be factual and accurate in its presentation.
3. Material that is libelous or violates the rights of privacy will not be used.
4. The use of obscene, indecent language, or implied obscenity or indecency, through subtle word play or innuendo, will not be permitted under any circumstances.
5. Material that criticizes or demeans any race, religion, sex, or ethnic group or distorts through emphasis or omission will not be used.

6. The publication of any material that could cause substantial disruption to the school is forbidden. This includes the threat of physical violence in the school or school community and/or the disruption of the school's educational program.
7. The newspaper will not be used for the endorsement of political candidates or their positions by articles in editorials, in letters, in photographs, or in cartoons. Candidates, who run for school office, must be provided equal treatment under all circumstances.
8. The school newspaper must adhere to the highest standards of ethical and moral conduct in its production.

Note:

The assigned faculty advisor for the newspaper will have the primary responsibility for reviewing, editing, deleting or rejecting all student material prior to its publication.

The school principal or his/her designee may also review all material prior to its publication. The principal may delete, reject, or edit materials in the best interest of the school when needed.

THE SENATE

The Brien McMahon High School Senate is an organization designed to bring student concerns to the administration and work with teachers and administrators to ensure students have a voice in relevant school decisions. Students must apply to join the Senate.

VISITORS

We welcome families and other visitors, and take special care to guard the safety of our students and staff. All exterior doors remain locked during school hours. **Only the main entrance is used during school hours.**

We ask that all visitors go directly to the main office upon entering the building. *All visitors must obtain a Visitor's ID badge at the security desk and sign in and out.* Please call the principal in advance to schedule an appointment for a classroom visit.

In order to protect the safety and welfare of children while under the supervision of the school, we ask that visitors please leave promptly when their business is completed.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important part of life at BMHS. All students are strongly encouraged to participate in one or more activities. Please see the appropriate advisor to find out how to get involved.

ATHLETICS

Our interscholastic athletics program is but one way that our students can become better connected to our school. Great numbers of both male and female students participate on our teams in all three sport seasons. Whether or not you consider yourself a competitive athlete, we urge you to join our athletic program and discover new talents and interests, to learn more about your sport, to compete in a sport in which you already excel, or to make new friends and to find adult mentors in your coaching staff. BMHS athletes have distinguished themselves by excelling not only in their sports, but also by excelling in the classroom. Join!

	Fall	Winter	Spring
Boys	Cross Country Football Soccer	Basketball Ice Hockey (co-op) Indoor Track Wrestling	Baseball Golf Lacrosse Tennis Track
Girls	Cheerleading Cross Country Field Hockey Soccer Swimming (co-op) Volleyball	Basketball Cheerleading Indoor Track	Golf Lacrosse Softball Tennis Track

CLUBS/ORGANIZATIONS

Brien McMahon has a number of clubs to enhance student involvement beyond the curriculum. Clubs and organizations currently active at Brien McMahon include the following:

<u>Club</u>	<u>Current Advisor</u>
2020 Class Officers	Phillips/Quagliata
2021 Class Officers	Hussain/Smith
2022 Class Officers	Kinne/Jacoby
2023 Class Officers	TBD
Action Club	TBD
Al China Club	Lok-Defino
B Kind	Peckham/Stockfish, N.
Badminton & Majong Chinese Sport & Leisure Games	Lok-Defino
Bella Italia	Ruffo
Band/Winterguard / Colorguard	Secchi
Best Buddies	Murphy
BMHS HOSA	Quatrella/Connell
Book Club	TBD
Chem is Try Club	Pivazyan
E-Sport Club	Bowley
FBLA	Slattery
Freethinkers Society of Science	Linsky
French Cuisine Club	Amezanne/Galambos

<u>Club</u>	<u>Current Advisor</u>
Garden Club	Peckham
GSA	Sigmund
Haitian Club	Emmanuel
J Club	Sigmund
K Club	Sigmund
Math Club	TBA
Marching Band	Secchi
Math Team	Root
Model United Nations	Sommer
NAACP – BMHS Chapter	TBD
National Honor Society	McNamara
Peer Mediation	Castelluzzo
Peer Mentors	D'onofrio
NJROTC	Pascoe
Teen to Teen	Bilodeau
Unified Sports	Laprad, K.
World Community Service Club	Okrentowich
Wrestling	Santalucia
YDP	Southerland
Yearbook	Meo

CENTER FOR YOUTH LEADERSHIP

Established at Brien McMahon High School in 1999, the Center for Youth Leadership is the largest youth activism organization in Fairfield County. The Center sponsors two programs at Brien McMahon High School: Senators Community Foundation and the Peace Project.

SENATORS COMMUNITY FOUNDATION (SCF)

The mission of this 120-member BMHS student club is to prevent child abuse through grant making, public awareness activities, volunteer programs, and social change campaigns. Meetings of the Executive Committee are on Monday from 5:00-6:30 PM. General member meetings are on the first Monday of the month from 7:00–8:00 PM.

PEACE PROJECT

The mission of this 100-member BMHS student club is to promote safe schools and communities, with an emphasis on teen dating violence, stalking, the rights of day laborers, and human trafficking. Activities include grant making, public awareness, volunteer programs and social change campaigns. Meetings of the Executive Committee are on Tuesday from 2:30 – 4:00 PM. General member meetings are on the first Wednesday of the month from 2:30 - 3:15 PM.

HEALTH INFORMATION

ROBERT APPLEBY SCHOOL BASED HEALTH CENTERS

Brien McMahon High School provides space for the Human Services Council to operate the Robert Appleby School-Based Health Center to serve our students. A school based health center is a licensed health care facility, separate from, but located in a school. Services are available to any student with a completed application that includes parental consent. The essential purpose of a School Based Health Center is to provide primary and preventive physical health services and health education. These core services are provided by nurse practitioners (advanced practice nurses) or physicians' assistants, and clinical social workers. All centers have a medical director, who provides consultation and supervision as appropriate. Some centers also provide dental care. Additional staff may include: medical assistants, outreach workers, health educators, and substance abuse counselors. The Health Center extension is 11210.

MEDICATIONS

Parents of students requiring medication during school should contact the (school nurse). Special forms are required to permit the administration of medicine in school. They are available from the (school nurse). All medications must be in original container with proper labels.

In cases in which a student is able to self-administer medications, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician, dentist, or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epi-pen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epi-pen at all times to ensure proper treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical paraprofessional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

1. All medication must be brought to the school nurse.
2. Medications must be delivered by the parent or other responsible adult to the school.
3. All medications must be brought to school in their original containers.
4. No more than a forty-five (45) school day supply of a medication for a student shall be brought to school.

PHYSICAL EXAMINATIONS

Physical examinations are required for all entering grade 9 and all students new to the Norwalk school system. All physicals must be recorded on the blue State of Connecticut Department of Health Assessment Record and be performed after July 1st of the year in which the child will be entering the respective grade. No child will be permitted to enter grade 7 or grade 10 unless this mandate has been met.

Physical examinations are also required each year a student participates in the sports program.

All students new to the district, returning to the district after an absence of more than 4 months, or returning after an absence of any duration when residence has been established in a foreign country, must complete a health assessment. The exam must be done within one year of entering and recorded on the State of Connecticut Health Assessment form (blue).

NORWALK PUBLIC SCHOOLS HEALTH SERVICES RULES FOR ABSENCE AND EXCLUSION FROM SCHOOL

Parents and guardians are asked to:

- Notify the school when a child is absent due to illness.
- Not send a child to school who has a cold or any communicable disease.

Communicable disease must be reported to the Department of Health at 854-7776 by the child's physician or parent.

The exclusion period for patients with a communicable disease is stated in the table below.

DISEASE	TIME PATIENT IS EXCLUDED FROM SCHOOL
Chicken Pox	Six days from onset
Diphtheria	Until two negative cultures have been obtained by a physician
Fungus Ringworm of Scalp	On certification by a physician that patient is under adequate treatment
German Measles	Five days from onset
Impetigo	On certification by a physician that patient is under adequate treatment
Influenza	Until clinically well
Ivy or Shrub Poisoning	Not excluded
Measles	Five days after rash appears
Meningococcal Meningitis	Until certified by a physician as cured
Mumps	Until glands are normal
Pediculosis (Head Lice)	Until all sign of nits are gone
Pinkeye	On certification by a physician that patient is under adequate treatment
Poliomyelitis	Ten days
Rash	Until diagnosed by a physician plus certification that patient is under adequate treatment
Scabies	Until diagnosed by a physician plus certification that patient is under adequate treatment
Scarlet Fever Streptococcal Sore Throat	On certification by a physician that patient is under adequate treatment
Tuberculosis	Until three negative cultures have been obtained by a physician
Whooping Cough	Three weeks after whooping begins

These rules are in general as set forth in Public Health Code of the State of Connecticut

SPECIAL SERVICES

SCHOOL COUNSELOR

Brien McMahon maintains a staff of 9 school counselors. Counselors are assigned when students enter BMHS. A student remains with the same counselor throughout their years at BMHS. The school counselor assists students with subject selection, academic concerns, personal issues, etc.

SOCIAL WORKER

A resource for the entire school family, the social worker assists children, parents and staff by developing programs to foster positive interpersonal relations and works with them on any personal or social problems affecting learning. The social worker also offers workshops, class meetings and support groups for children as needed.

SCHOOL PSYCHOLOGIST

The school psychologist is assigned to Brien McMahon High School as a resource person for parents and staff. The work involves some individual testing, but the main emphasis is to work with teachers and students in the classroom.

OUTREACH WORKER

The Outreach Worker works within the community to foster more parental participation and conducts home visits at the request of the administration.

SPEECH

The speech pathologist provides language and speech services as needed for the students. This may include individual or group therapy, classroom support in language areas, and consultation with parents and teachers regarding communications skills.

SCHOOL NURSE

School nurses are available to provide services to meet the needs of students with identified special health needs. The student's individual health care plan determines how the special health services will be provided.

KIDS IN CRISIS TEEN TALK COUNSELOR

The counselor provides social/emotional support for at-risk students, crisis intervention and ongoing counseling services.

CT. RISE

In partnership with Norwalk Public Schools and Brien McMahon High School, the CT RISE Network builds community through in-person convenings, working groups, and quarterly Innovation & Learning Cycles. CT RISE democratizes innovation by piloting data-driven hypotheses, pursuing new ideas through the RISE Educator Innovation Fund, and implementing the RISE by 5 Strategies. Through these undertakings, BMHS administration/teachers and staff are partnering with CT RISE to look for ways to improve our school systems and structures, leading to better outcomes for all students.

THE FUTURE PROJECT

Students learn to develop skill sets and mindsets around Belonging, Belief, Purpose and Power while enhancing their community connection and culture through one to one coaching, workshops, classroom partnerships and events.

SPECIAL PROGRAMS

CENTER FOR GLOBAL STUDIES

The Center for Global Studies (CGS), an inter-district Magnet School, offers Japanese, Chinese and Arabic language, history, and literature through interdisciplinary Asian study. An annual student exchange program with high schools in Japan and China is a feature of the program. For more information, visit the CGS website at www.centerglobalstudies.org or call 852-9488 ext. 11007.

INTERNATIONAL BACCALAUREATE PROGRAM

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom.

THE MARINE SCIENCE ACADEMY

The Center for Global Studies (CGS), an inter-district Magnet School, offers Japanese, Chinese and Arabic language, history, and literature through interdisciplinary Asian study. An annual student exchange program with high schools in Japan and China is a feature of the program. For more information, visit the CGS website at www.centerglobalstudies.org or call 852-9488 ext. 11007.

MCMAHON HEALTHCARE ACADEMY (MHA)

The McMahon Healthcare Academy is small learning community in partnership with Norwalk Community College and the Norwalk Hospital that offers any interested student an academic curriculum with a focus on careers in the healthcare field. Students enrolled in the academy will be exposed to and engaged in a rich, integrated curriculum, collaboration with NCC for authentic experiences and the application of interdisciplinary experiences, field experiences, professional certifications and membership in HOSA (National Organization of Future Healthcare Professionals). Concurrently with the science classes, students will be following the four course Biomedical Science sequence of PLTW. Entrance into the McMahon Healthcare Academy is by application only. Applications will be made available at the time of course selection.

P-TECH NORWALK

P-TECH is a program based on the Pathways in Technology Early College High School (P-TECH) model, which combines the best of high school, college and the professional world. This program is located at Norwalk High School.

P-TECH is a high school plus two years, grades 9 to 14. Within this six-year timeframe, students earn not only a high school diploma, but also an Associate in Applied Science degree, from Norwalk Community College. Graduates will have the skills and experience to step into well-paying jobs in the Information Technology (IT) industry.

DISTRICT NOTIFICATIONS

Please refer to your *District Handbook for Student & Families* for additional information about the school district, its policies and practices, and expectations for student behavior. The Handbook is available on the website and in print. A few important district notifications are highlighted below.

ADMINISTRATIVE REGULATIONS REGARDING

SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment or sexual violence on or off school grounds, while school is in session or not is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action. Under Title IX, schools are legally required to respond and remedy hostile educational environments and failure to do so is a violation that means a school could risk losing its federal funding.

DEFINITIONS

SEX DISCRIMINATION occurs when a person, because of his or her sex, or perception of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

SEXUAL HARASSMENT: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's academic classes and/or other school sponsored activities. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, stalking, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using personal or school computer systems or phones, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature engaged in without affirmative consent, meaning an active, clear and voluntary decision by both parties to engage in the conduct. Consent cannot be given where one party is incapable of consenting due to the use of drugs or alcohol. Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. It is understood that sexual violence may take place on or off school grounds, while school is in session or not, and includes violence that takes place on school buses or other school sponsored activities.

COMPLAINT PROCEDURE

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints, preferably within 30 days, facilitates the investigation and resolution of such complaints, however all complaints will be investigated regardless of the date of filing.
2. As soon as a student believes that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the school's Title IX Coordinator, District's Title IX Coordinator or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her right.
3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred
 - F. Names of any witness(es) to the harassment/discrimination,
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - H. Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation (translated to another language if necessary) and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, or his/her English language ability, a parent (or family representative) or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the district Title IX Coordinator by the school based Title IX Coordinator.

7. The school based Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student (or adult in the school), regardless of whether the conduct occurred on or off-school grounds and regardless of whether the conduct occurred while school was in session or not. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified in writing of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, allow the student to have present another adult person of his or her choosing attend such meeting, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations, and offer to answer any questions the student may have about the policy and his/her rights at any point during the investigation;
 - c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation (including determining appropriateness of parent/guardian communication) and, where appropriate, explain these measures to the student and the rationale for it;
 - d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment for the complainant, including consideration of the effects of off-campus conduct on the school;
 - f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law; when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment

or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;

10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation by any student, Board employee, or third party subject to the control of the Board against any individual before the complaint has been filed, at the time of a complaint, or after a complaint has been filed is strictly prohibited per Board policy and regulations. The district will take actions necessary to prevent and respond to retaliation associated with a complaint.

All students of all classes including but not limited to, students with disabilities, minorities, undocumented immigrants, and LGBTQ students have the same rights under the policy as every other student. Students should not hesitate to avail themselves of all of the protections herein.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

Regulation approved and

ADOPTED: 3/20/2018

STUDENTS

**COMPLAINT FORM REGARDING SEX DISCRIMINATION
AND SEXUAL HARASSMENT (STUDENTS)**

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Remedy requested (if known): _____

3/20/2018

BULLYING POLICY/SAFE SCHOOL CLIMATE PLAN

I. PURPOSE

The Board of Education (the “Board”) is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel safe in school, socially, emotionally, intellectually and physically. The purpose of this policy is to address the existence of bullying in schools and to establish the guidelines for the development of the district’s Safe School Climate Plan.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The principal of each school or his/her designee is responsible for handling all complaints of alleged bullying.

II. BULLYING PROHIBITED

A. Bullying activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. No student, employee, volunteer, or contractor of the school district shall encourage, aid, or consent to bullying. No student, employee, volunteer, or contractor of the school district shall permit, condone, or tolerate bullying. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

B. Bullying is prohibited on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education.

C. Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

D. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is also strictly prohibited.

E. Any student who engages in bullying as defined in this policy may be subject to discipline up to and including expulsion. Any school employee who fails to respond to bullying as required by this policy and the district’s Safe School Climate Plan may be subject to discipline up to and including termination.

III. DEFINITIONS

A. “Bullying” means (1) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- (a) Causes physical or emotional harm to such student or damage to such student's property,
- (b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- (c) Creates a hostile environment at school for such student,
- (d) Infringes on the rights of such student at school, or
- (e) Substantially disrupts the education process or the orderly operation of a school.

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

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

C. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

D. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;

E. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

F. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

G. "Safe School Climate Coordinator" means the individual appointed by the Superintendent of Schools from existing staff who is responsible for:

1. Implementing the district's Safe School Climate Plan;
2. Collaborating with the safe school climate specialists, the Board and the Superintendent of Schools to prevent, identify and respond to bullying in the schools of the district;
3. Providing data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law; and
4. Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.

H. "Safe School Climate Specialist" means Principal Scott Hurwitz, or the principal's designee who is responsible for:

1. Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;
2. Collecting and maintaining records of reports and investigations of bullying in the school; and
3. Acting as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

I. "School employee" means

1. A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or

2. Any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

J. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

IV. SAFE SCHOOL CLIMATE PLAN

The following shall constitute the District's "Safe School Climate Plan" to address bullying in its schools. The Superintendent or his/her designee is authorized to promulgate such specific plans and procedures to further the implementation of the Safe School Climate Plan.

A. REPORTING PROCEDURES

1. Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.

2. Parents or guardians of students may also file written reports of suspected bullying.

3. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist (or another school administrator if the safe school climate specialist is unavailable), not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

B. INVESTIGATION

1. The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.

2. The safe school climate specialist shall review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.

3. The investigator shall assess whether there is a necessity to take immediate interim measures to prevent further allegations of bullying or retaliation of any kind while the investigation is pending.

4. The investigator shall remind involved parties that any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.

5. At all times the investigator must be mindful of the requirements regarding the confidentiality of education records.

6. If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation or gender identity or expression, the investigator shall notify the district's Human Relations Officer. The student who has made a report of bullying and his/her parent or guardian will be provided with information about the district's policies and procedures for making a complaint of unlawful harassment.

7. After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by this policy.

8. *The investigator shall inform the parents or guardians of the student whom is the alleged victim as well as the parent or guardian against whom the complaint is made against.*

C. RESPONSE TO VERIFIED ACTS OF BULLYING

1. If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reprimand, reassignment, transfer, suspension, termination or expulsion.

2. Each school shall notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than

forty-eight hours after the completion of the investigation. This notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.

3. Each school is required to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. This invitation shall also include the description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Except in rare circumstances, such meetings with parents and guardians should be held separately.

4. A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take to protect such students against further acts of bullying.

5. Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.

6. The principal of a school, or designee, shall notify the appropriate local law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

D. PREVENTION AND INTERVENTION STRATEGY

Students shall be provided with a variety of prevention and intervention strategies which may include, but are not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the State Department of Education;

2. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;

5. Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees;

6. School-wide training related to safe school climate;

7. Student peer training, education and support;

8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

E. DOCUMENTATION AND RECORD KEEPING

1. Safe school specialists shall establish a procedure for each school to:

a. Document and maintain records relating to reports and investigations of bullying in such school.

b. Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.

2. The district's safe school climate coordinator shall annually report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

F. TRAINING

1. All school employees must annually complete training on the prevention, identification and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate via in-service training. (Such in-service training may not be required if the district implements any evidence-based model approach that is approved by the State Department of Education and is consistent with state law.) All other school employees shall receive such training as provided by the State Department of Education.

2. As part of the prevention and intervention strategies, schools may also implement school-wide training related to safe school climate and student peer training, education and support.

G. SAFE SCHOOL CLIMATE COMMITTEE

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee (or designate at least one existing committee in the school) to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (1) and (2) below or any other activity that may compromise the confidentiality of a student. The safe school climate committee of each school shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and make recommendations to amend school policies relating to bullying;
4. Review and make recommendations to the district safe school climate coordinator regarding the district's safe school climate plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
7. Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.

G. PERIODIC ASSESSMENT OF SCHOOL CLIMATE

1. On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education. The assessments for each school in the district shall be submitted to the State Department of Education so that the state can monitor bullying prevention efforts over time and compare each district's progress to state trends.

2. Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

H. NOTICE REQUIREMENTS

1. At the beginning of each school year, each school will provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.

2. Students and the parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

3. Students shall be provided with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.

4. The district's Safe School Climate Plan shall be made available on the boards and each individual school in the school district's Internet web site and ensure that such plan is included in the

school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Connecticut General Statutes

10-15c Discrimination in public schools prohibited

46a-58 Deprivation of rights

10-145a Certificates of qualification

10-145o Teacher education and mentoring program

10-220a In-service training

10-222d Policy on bullying behavior

10-222g Prevention and intervention strategy re: bullying

10-222h Analysis of bullying policies

P.A. 11-232 "An Act Concerning the Strengthening of Bullying Laws"

United States Code

20 U.S.C. 1400 Individuals with Disabilities Education Act

20 U.S.C. 1681 Title IX of the Education Amendments of 1972

29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973

42 U.S.C. 2000d Title VI of the Civil Rights Act of 1964

42 U.S.C. 12101 Americans with Disabilities Act

Policy adopted: 10/1/02 NORWALK PUBLIC SCHOOLS

Revised: 12/16/08 NORWALK, CONNECTICUT

Revised: 11/1/11

CHILD ABUSE REPORTING POLICY

REPORTING OF SUSPECTED CHILD ABUSE/NEGLECT

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse or neglect. When any school nurse, psychologist, teacher, principal, guidance counselor, paraprofessional, coach of intramural or interscholastic athletics, or social worker has reasonable cause to suspect abuse or neglect of a child under the age of 18, he/she shall within twelve (12) hours and/or as soon as possible after there has been reasonable suspicion of abuse/neglect make an oral report by telephone or in person to the Department of Children and Families (DCF), or a law enforcement agency.

Such reports of abuse or neglect shall include the following information, if known:

1. the names and addresses of the child and his/her parents or other person responsible for the child's care;
2. the age of the child;
3. the gender of the child;
4. the nature and extent of the child's injury or injuries, maltreatment or neglect;
5. the approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. information concerning any previous injuries to, maltreatment of or neglect to the child or his/her siblings;
7. the circumstances in which the injuries, maltreatment or neglect came to be known to the mandatory reporter;
8. the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
9. whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

The individuals listed above, who are known as mandatory reporters, must submit a written report to DCF within 48 hours of making the oral report. The written report must contain the same information as listed above. The reporter shall also submit a copy of the written report to the Superintendent of Schools. The Superintendent shall immediately notify the child's parent or other person responsible for the child's care that a report of abuse or neglect has been made and immediately notify the police department of the alleged abuse. If the report concerns abuse or neglect by a certified school employee, the Superintendent shall also send a copy of the written report to the Commissioner of Education. In making all written reports required under this policy, the reporter shall use the "DCF-136" form.

Reports under this policy should be made where a mandatory reporter in his or her professional capacity, has reasonable cause to suspect or believe that any child under the age of eighteen:

1. has been abused in one or more of the following ways:
 - a. has had physical injury or injuries inflicted upon him or her other than by accidental means,
 - b. has injuries which are at variance with the history given of them, or

or

- c. is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment; and
 - d. has been so abused by a person responsible for such child's health, welfare, or care or by a person given access to such child by such responsible person; or
2. has been neglected in one or more of the following ways:
- a. has been abandoned;
 - b. is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being; or
 - d. is placed in imminent risk of serious harm by a person responsible for the child's health, welfare, or care, or by a person given access to the child by the responsible person.

When an investigation by DCF has determined there is reasonable cause to believe that a child has been abused by a certified school employee, the Superintendent shall suspend the certified employee with pay and without termination of benefits. The Superintendent shall notify the Board of Education and the Commissioner of Education or his representative of the reasons for and conditions of the suspension within seventy-two (72) hours after the suspension. The Superintendent shall also disclose those records provided by DCF concerning its investigation to the Commissioner of Education and the Board of Education or its attorney. If the contract of employment of a certified school employee is terminated as the result of an investigation of abuse, the Superintendent shall notify the Commissioner of Education or his representative within seventy-two (72) hours after such termination.

The Superintendent may delegate his or her responsibilities for receiving and making reports, notifying and receiving notification, and conducting investigations to a designee. The Superintendent of Schools is authorized to receive notice from the State's Attorney of convictions of certified school employees for crimes involving an act of child abuse or neglect or sexual assault.

PENALTY

Under state law, any person who is required to report suspected child abuse/neglect and fails to make such a report will be fined between \$500.00 and \$2500. Any person who knowingly makes a false report of child abuse or neglect shall be fined no more than \$2,000 nor imprisoned not more than one year or both.

LEGAL RISK

Under state law, any person who in good faith makes or in good faith does not make a report of suspected child abuse/neglect is immune from any civil or criminal liability.

EMERGENCY HEALTH CARE AND REASONABLE INQUIRY

When reasonable cause to suspect or believe that a child has been abused or neglect exists or when a child has a visible injury, public school personnel may make reasonable inquiry of the child regarding such suspicion or visible injury.

If a school nurse or school medical advisor is not readily available and the rendering of emergency first aid is necessary, other public school personnel who have completed a course in first aid offered by the American Red Cross, the American Heart Association, or the Connecticut Department of Health Services may render such emergency first aid to a child. In accordance with state law, any person providing such aid is not liable for civil damages for any personal injuries which result from acts or omissions by such person rendering

the emergency first aid, which constitute ordinary negligence. The immunity does not apply to acts or omissions constituting gross, willful or wanton negligence.

INTERVIEWING THE CHILD

Public school personnel who believe that an interview in the school setting may be necessary in order to protect the child must notify DCF as early in the day as possible to provide both DCF and the school administration ample time to coordinate appropriate activities and actions. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school. If school personnel then retains the child after the scheduled school day in order to ensure an interview by DCF or local or state police, school personnel must attempt to notify the parents of the child, except where the alleged abuse involves the parents.

PREPARATION FOR THE INTERVIEW

If DCF determines that a school interview is appropriate, the DCF social worker shall be required to notify the superintendent of schools or designee prior to the school visit with as much advance notice as possible. The DCF social worker shall provide the superintendent of schools with a DCF identification. If the DCF social worker is not known to school personnel, a verifying call to the local DCF office shall be made. If deemed appropriate by DCF or the administration, the parent or guardian of the child will be notified prior to the interview. DCF personnel is solely responsible for scheduling such interviews. If the DCF social worker does not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, school personnel must attempt to notify the parents of the child that the child will be late, except where the alleged abuse involves the parents.

THE INTERVIEW

To ensure confidential communication, the school administration shall provide a private place to interview the child. As part of the investigative process, the DCF social worker may request that school personnel be present during the interview. The investigation is to be conducted solely by the DCF social worker.

The removal of clothing as part of an investigation into an inquiry, which may have been caused by child abuse, shall be done at the request of the following persons:

- ◆ DCF Social Worker;
- ◆ the school medical advisor; or
- ◆ the school nurse.

PARENTAL RIGHTS REGARDING STUDENT INFORMATION

Parent/Student Notification Prior To Destruction of Student Records

Enrolled Special Education Students: Parents will be notified verbally or in writing by the Custodian of Records if after a review of the records, it is determined that certain student information is no longer necessary for educational purposes. It is recommended that whenever possible this review takes place at or immediately after a PPT (but while the parent is present).

Graduated Non-Special Education Students: A notification will be placed in local newspapers in the month of December stating that confidential records for students who were not identified as handicapped at the time they graduated or left the school system before graduation will be destroyed by the end of the month. This notice will appear six years following the student's expected graduation date.

Graduated Identified Special Education Students: A letter will be mailed to the last known address and a notification will be placed in local newspapers regarding the destruction of confidential records for students who were identified as handicapped at the time they graduated or left the school system. This notification process will take place in the month of December six years following the student's expected graduation date. The Supervisor of Special Services will only implement procedure if he/she feels the information in the records will not be helpful to the handicapped student to obtain benefits from other government or private agencies in the future.

Cumulative Records: Notification will be placed in local newspapers regarding the destruction of cumulative records fifty years after the student's expected graduation date.

PERMISSION FOR DESTRUCTION OF STUDENT RECORDS

Before records are destroyed, the written approval of four officials must be obtained: (1) The School Superintendent, (2) The Chief Administrative Officer of the Municipality, (3) The State Public Records Administrator and (4) The State Librarian.

PARENTAL RIGHTS REGARDING RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") 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 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent 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 parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 parent or eligible student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational 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 School Board; a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

The PPRA affords parents as well as students who are 18 and emancipated minors ("eligible students") certain rights regarding the conduct of student surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent before students are required to submit to a survey that concerns one or more of the following subjects ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)*
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for

marketing or to sell or otherwise distribute the information to others, except to the extent notification of such activities is not required by law.

3. Inspect, upon request and before administration or use-
 - Protected information surveys and students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with the:
School Principal or
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

The following types of information contained in the educational record of an enrolled student are hereby designated as directory information and may NOT be disclosed by school officials without the prior consent of a parent or eligible student, except the following:

- The student's name
- The student's photograph/yearbook
- The student's dates of enrollment
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student
- Alumni parent or student addresses

A parent or eligible student may refuse to allow Norwalk school officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and must be received by the principal.

**NOTIFICATION OF INTENT TO RELEASE STUDENT INFORMATION
TO MILITARY RECRUITERS WITHOUT PRIOR CONSENT**

Pursuant to the No Child Left behind Act of 2001 and the National Defense Authorization Act of 2002, the school district is required to provide, upon request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. In addition, the school district is required to provide military recruiters with the same access to secondary school students and on-campus recruiting opportunities, as well as to directory information as provided for herein, as is provided generally to post-secondary educational institutions or to prospective employers of those students.

A parent or eligible student may refuse to allow school officials to designate any or all of the above listed types of information as directory information. A parent or eligible student may also request that school officials not release the student's name, address, and telephone listing to military recruiters or an institution of higher education without the prior written consent of the parent or eligible student. Any such request must be made in writing to and received by the Principal.

PROGRAMS FOR HANDICAPPED STUDENTS - SECTION 504

It is the policy of the Norwalk Board of Education to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- a) Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
- b) Has a record of such impairment; or is regarded as having such impairment

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Education of the Handicapped Act, P.L. 94-142 (EHA/IDEA). Students who are identified as individuals with exceptional needs, according to EHA/IDEA criteria, are not addressed under this policy.

The Superintendent shall designate a Section 504 Coordinator for the Norwalk Public Schools and will annually notify all students, parents, staff and administrators of this policy, as well as the contact information for the 504 Coordinator. The Superintendent shall require that a grievance procedure is established for the processing of any complaint under Section 504 about discrimination in facilities or services within the Norwalk Public Schools and shall further insure that notice regarding this procedure is provided annually to students, parents, staff and administrators.

The Board designates the Human Relations Officer ("the HRO") as the compliance officer responsible for the implementation of this policy. The HRO will, at least annually, notify all students, parents, staff and administrators of this policy, as well as the name and contact information for the HRO and the procedure for processing complaints of alleged unlawful discrimination.

STUDENTS

HEALTH/MEDICAL RECORDS

When applicable, District schools will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Board of Education designates the Chief, Specialized Learning and Special Services as its HIPAA Privacy Officer.

Student education records, including personally identifiable health information, maintained by the District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, District schools will comply with FERPA's confidentiality provisions rather than HIPAA's.

The District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the District has obtained authorization from the parent or adult student prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 3231 -Medical Reimbursement for Special Education Students)

(cf. 5125 -Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
 1-19 (b) (11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-154a Professional communications between teacher or nurse & student.
 10-209 Records not to be public
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration S c h e d u l e V - Disposition of Education Records (Revised 1983).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

STUDENTS**HEALTH/MEDICAL RECORDS**

Legal References:

(continued)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11121196.
 USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996(HIPAA)
 65Fed.Reg.50312-50372
 65Fed.Reg.92462-82829
 63Fed.Reg.43242-43280
 67Fed.Reg. 53182-53273

Policy adopted: 8/21/18
 Norwalk Public Schools

NORWALK PUBLIC SCHOOLS
HIPAA-Compliant Authorization for Release of Health Information

Patient/Student Name: _____ Date of Birth: _____

I hereby authorize (health care provider name) _____
 (telephone number) _____
 (fax number) _____

to ___ discuss and/or ___ release my child's health information/records for the purpose listed below to:

Norman J. Weinberger, MD Norwalk Public Schools Medical Advisor; Yvette Goorevitch, Chief of Specialized Learning and Student Services (203) 854-4126; Principal or designee: _____
 School _____ Telephone: _____

Send to: Norwalk Public Schools, Pupil Personnel Services
 125 East Avenue, Norwalk CT 06850
 Or
 Fax to: 203-803-4838 Pupil Personnel Services Private

Description: The information to be disclosed consists of:

Purpose:

This information will be used for the following purpose(s):

Determining services (if any) to be provided at school through the ___Health Services Department and/or ___504 accommodations for a disability and/or ___individual education plan (IEP) thru Special Education.

Authorization

This authorization is valid for one calendar year. It will expire on _____ I understand that I may revoke this authorization at any time by submitting written notice of the withdrawal of my consent. I recognize that these records, once received by the school district, may not be protected by the HIPAA Privacy Rule, but will become education records protected by the Family Educational Rights and Privacy Act. I also understand that if I refuse to sign, such refusal will not interfere with my child's ability to obtain health care.

Parent Name Printed _____

Signature _____

Date _____

Student*

*If a minor student is authorized to consent to health care without parental consent under federal or state law, only the student shall sign this authorization form. In Connecticut, a competent minor, depending on age, can consent to outpatient mental health care, alcohol and drug abuse treatment, testing for HIV/AIDS, and reproductive health care services.

Copies: Parent

Physician or other health care provider releasing the protected health information
 School official requesting/receiving the protected health information

Rev. 5/25/18

STUDENTS

ALCOHOL USE, DRUGS, AND TOBACCO (INCLUDING PERFORMANCE ENHANCING SUBSTANCES)

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

DEFINITIONS

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance 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.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means 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 that is inhaled by the user of such product.

PRIVACY RIGHTS

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

ILLEGAL ACTIVITIES

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

NOTIFICATION OF POLICY

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

1. the unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. Compliance with the standards of conduct stated in the handbook is mandatory;
3. A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution: and
4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations.
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

DISCIPLINARY ACTION

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the Principal or his/her designee. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

DRUG-FREE AWARENESS PROGRAM

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

DRUGS AND ALCOHOL

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

INHALANT ABUSE

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide - Laughing Gas, Whippets, CO₂ Cartridge
 Amyl Nitrite - "Locker Room," "Rush," "Poppers," "Snappers"
 Butyl Nitrite - 11Bullet," "Climax"
 Chlorohydrocarbons -Aerosol Paint Cans,Cleaning Fluids
 Hydrocarbons -Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

PERFORMANCE-ENHANCING DRUGS (INCLUDING FOOD SUPPLEMENT)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use, possession, distribution or sale of performance enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions. Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC controlled sports to be chemical free.

TOBACCO/E-CIGARETTE USE BY STUDENTS

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Alternate language to consider: For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

MEDICAL MARIJUANA

The conditions which follow are applicable to a District student who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana" and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools. A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
- On a school bus,
- On the grounds of any preschool, elementary or secondary school,
- Utilize marijuana on any form of public transportation or in any public place.
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55 as amended by P.A. 16-23; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed. 5131.61 A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131 - Conduct)

(cf. 5131.61 -Inhalant Abuse)

(cf. 5131.62 - Steroid Use)

(cf. 5131.612 - Surrender of Physical Evidence Obtained from Students)

(cf. 5131.8-Out of School Grounds Misconduct)

(cf. 5131.92 - Corporal Punishment)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.12 - Search and Seizure)

(cf.5145.121 - Vehicle Searches on School Grounds)

(cf. 5145.122 - Use of Dogs to Search School Property)

(cf. 5145.124 -Breathalyzer Testing)

(cf. 5145.125 - Drug Testing-Extracurricular Activities)

(cf. 6164.11 - Drugs, Alcohol, Tobacco)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

1Q-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

1Q-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions "Controlled Drugs," dependency producing drugs.

21 a-240(9) Definitions "controlled substance."

21 a-243 Regulation re schedules of controlled substances. 21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16- 23) 53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products
Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

20 U.S.C. Section 7181 et. seq., No Child Left Behind Act.

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

New Jersey v. T.L.O, 469 U.S. 325 (1985).

Veronia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Regulation approved: 9/10/85
10/2/90
Revised: 8/21/18

NORWALK PUBLIC SCHOOLS Revised:
NORWALK, CONNECTICUT Revised: 12/4/01

STUDENTS

WEAPONS AND DANGEROUS INSTRUMENTS

I. PURPOSE

The Norwalk Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

II. DEFINITIONS

Connecticut General Statutes: Sec. 531-3. Except where different meanings are expressly specified, the following terms have the following meanings when used in this title:

1. **“Person”** means a human being, and, where appropriate, a public or private corporation, a limited liability company, an unincorporated association, a partnership, a government or a governmental instrumentality;
2. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property;
3. **“Physical injury”** means impairment of physical condition or pain;
4. **“Serious physical injury”** means physical injury which creates a substantial risk of death, or which causes serious disfigurement, serious impairment of health or serious loss or impairment of the function of any bodily organ;
5. **“Deadly physical force”** means physical force which can be reasonable expected to cause death or serious physical injury;
6. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, billy, billyjack, bludgeon, or metal knuckles. The definition of “deadly weapon” in this subdivision shall be deemed not to apply to section 29-38 or 53-206;
7. **“Dangerous instrument”** means any instrument, article or substance which, under the circumstances in which it is used or attempted to threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” as that term is defined in this section and includes a dog that has been commanded to attack, except a dog owned by a law enforcement agency of the state or any political subdivision thereof or of the federal government when such dog is the performance of its duties under the direct supervision, care and control of an assigned law enforcement officer;
8. **“Vehicle”** means a “motor vehicle” as defined in section 14-1, a snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

III. Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

STUDENTS**WEAPONS AND DANGEROUS INSTRUMENTS****DEFINITIONS (continued)**

IV. A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

V. The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

VI. The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is violative of publicized policies of the Board as grounds for expulsion.

VII. WEAPONS AND DANGEROUS INSTRUMENTS

1. Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.
2. In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.
3. “School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233f - Expulsion as amended by PA 95-304

53a-3 Definitions.

53a-217b - Possession of firearms and deadly weapons on school grounds

53-206 Carrying and sale of dangerous weapons.

PA 94-221 An Act Concerning School Discipline and Safety.

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006)

GOALS 2000: Educate America Act

18 U.S.C. 921 Definitions.

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117

Policy adopted: 6/26/18 NORWALK PUBLIC SCHOOLS, Norwalk CT

STUDENTS

HOMELESS STUDENTS

The Board shall make reasonable efforts to identify homeless children and youths within the district, encourage their enrollment in school and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Optional Language:

The District administration shall attempt to remove existing barriers to school attendance by homeless children or youth, which may include:

- A. Records** – The selected school for the homeless student shall enroll the child or youths even in the absence of records normally required for enrollment. The last school in which the student was enrolled shall be contacted to obtain records.
- B.** Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent.
- C. Grade Level Placement** – If the District is unable to determine the student’s grade level due to missing or incomplete records, the District shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
- D.** Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, shall be waived.
- E.** Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student’s school of origin in compliance with federal and state regulations.
- F.** Official school records, policies, and regulations shall be waived at the discretion of the Superintendent, in compliance with federal and state regulations.
- G. Immunization Records** – The District shall make a reasonable effort to locate immunization records from information available. The District’s liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
- H.** Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

Homeless students within the district not placed in a shelter remain the district’s responsibility to provide continued educational services. Such services for the child may be:

STUDENTS

HOMELESS STUDENTS (CONTINUED)

1. continued in the school (“school of origin”) that the student attended when permanently housed or the school of last enrollment; or

2. provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless child lives.

The District will provide a written explanation, including the right to appeal, whenever the District sends a homeless student to a school other than the school of origin, a school requested by the parent/guardian or unaccompanied youth.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the District, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.

The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families (DCF).

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student’s grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student’s school of origin in compliance with federal and state regulations. If the school of origin is in a different school district from where the homeless child or youth is currently living, both school districts shall agree on a method for sharing the responsibility and costs, or share the costs equally.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District’s liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at
7. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board’s possession.
8. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

STUDENTS

HOMELESS STUDENTS (CONTINUED)

9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

The District's educational liaison for homeless children is *The Director of School Improvement*. The liaison must assist homeless children and youth, as described within the administrative regulations, in the placement/enrollment decisions, considering the youth's wishes and provide notice of appeal under the Act's enrollment disputes provisions.

The liaison shall also participate in State provided professional development programs for local liaisons. Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5146 - Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters. (as amended by PA 17-194)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order.

17a-103 Reports by others.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b-120 Definitions.

PA 17-194 An Act Concerning Access to Student Records for Certain Unaccompanied Youths

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.

Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.

Policy adopted: 5/15/18 NORWALK PUBLIC SCHOOLS

Norwalk, Connecticut

STUDENTS**DISCIPLINE/PUNISHMENT****USE OF REASONABLE PHYSICAL FORCE/RESTRAINTS**

The Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, the Board recognizes that there are times when it becomes necessary for staff to use restraint to provide a safe environment for students.

Physical restraint is defined as any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. The term does not include: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program and is the least restrictive means available to prevent such self-injury.

With the exception of special education students, restraint or any physical forces may only be utilized by staff members on students under the following circumstances:

1. Protect himself/herself or others from immediate physical injury.
2. Obtain possession of a dangerous instrument or controlled substance, as defined as subdivision (9) of section 21a-340, upon or within the control of such student.
3. Protect property from physical damage.
4. Restrain such minor or remove such minor to another area, to maintain order.

Corporal punishment is strictly prohibited.

In the case of students identified as eligible for special education services or who are in the process of referral for consideration of such eligibility, physical restraint may not be utilized except as specified in procedures on the Use of Physical Restraint of Persons at Risk.

SECLUSION

Seclusion is defined as the confinement of a person in a room, whether alone or with staff supervision, in a manner that prevent the person from leaving. In the case of students identified as eligible for special education services or who are in the process of being evaluated to determine such eligibility, seclusion may not be utilized except as specified in Procedures on the Use of Seclusion of Persons at Risk.

Legal References: Connecticut General Statutes: 46a-150 through 46a-153; 53a-18 Public Act No. 07-147.
 Policy adopted: 9/10/85
 Revised: 9/20/94
 Reviewed: 6/20/95
 Revised: 5/5/09

STUDENTS

NONDISCRIMINATION

The Board shall not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age; students who are expecting or with child. The Board will promote an educational environment free from harassment and discrimination. In keeping with requirements of federal and state law, the Board strives to remove any element of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board shall adopt and the District shall publish grievance procedures providing for prompt and equitable resolution of complaints concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX, and the Age Discrimination Act. As part of those procedures, the Superintendent shall appoint and publish the names of the individuals to contact with any such complaints.

Federal civil rights laws prohibit discrimination and/or retaliation against an individual because he/she has opposed any discriminatory act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. The Board shall not retaliate against any person for these types of protected activities, or coerce, intimidate, threaten or interfere with an individual for exercising the rights guaranteed under these federal laws.

Legal Reference: Connecticut General Statutes

19-581 through 585 AIDS testing and medical information.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Federal Laws

Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., 34 CFR § 104.1 et seq.

Americans with Disabilities Act, 42 U.S.C. § 12131 et seq.,

28 CFR § 35.101 et seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. § 1681 et seq., 34 CFR § 106.1 et seq.

Title VI, Civil Rights Act, 42 U.S.C. § 2000d, et seq.

Title VII, Civil Rights Act, 42 U.S.C. § 2000e, et seq.

Age Discrimination Act of 1975, 42 U.S.C. § 6101 et seq., 34 CFR § 110.1 et seq.

Guidelines on Discrimination Because of Sex, 29 CFR § 1604.1, et seq.

Guidelines on Discrimination Because of Religion, 29 CFR § 1605.1 et seq.

Guidelines on Discrimination Because of National Origin, 29 CFR § 1606.1 et seq.

OCR Guidelines on Sexual Harassment, 62 Fed Reg. 12034 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001).

Policy adopted: 5/15/18 NORWALK PUBLIC SCHOOLS

Norwalk, CT

STUDENTS

EXPLOITATION; SEXUAL HARASSMENT

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

The Norwalk Public Schools ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to sexual abuse and assault. This requires the efforts of the entire staff.

Therefore, the Norwalk Public Schools shall develop a comprehensive child abuse program for students in kindergarten through grade 12, inclusive, with the goal of informing students and staff about child sexual abuse and assault awareness.

The program shall include, but is not limited to:

1. Adopting a child sexual abuse and assault awareness curriculum to provide age-appropriate information to teach students between appropriate and inappropriate conduct in situations where child sexual abuse or assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault;
2. Providing students with resources and referrals to handle these potentially dangerous situations;
3. Providing students access to available counseling and educational support;
4. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. the warning signs of sexual abuse and sexual misconduct involving a child,
 - b. mandatory reporting requirements,
 - c. school District policies, and
 - d. establishing and maintaining professional relationships with students, available resources for children affected by sexual abuse, sexual assault or misconduct.
5. Methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children; and
6. Permitting students to opt from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal or his/her designee of a written request from the student's parent/guardian. Such request shall be sufficient to exempt the student from such program in its entirety or from portions of it so specified by the parent/guardian.

Students, parents/guardians, teachers and school staff and school volunteers shall be provided information, at a minimum on an annual basis, on the District's policy and procedures against sexual abuse and assault. The information shall include evidence-based methods of preventing sexual abuse and assault, as well as how to effectively identify and respond to sexual abuse and incidents within the scope of the school.

STUDENTS

EXPLOITATION; SEXUAL HARASSMENT (CONTINUED)

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM (continued)

The District shall utilize existing resources, including but not limited to, student support services staff (e.g. school social workers, school counselors, school psychologists) to assist in providing sexual abuse and assault intervention and prevention training.

REPORTING CHILD SEXUAL ABUSE AND ASSAULT

In furtherance of C.G.S. 17a-101 et. seq., and its purpose, the Board of Education requires ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), has been sexually abused or assaulted to report such cases in accordance with the law, Board policy and administrative regulations.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused. In addition, the mandated reporter shall inform the Building Principal or his/her designee that he/she will be making such a report. Not later than forty-eight (48) hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's sexual abuse or assault; (5) the approximate date and time the sexual abuse occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the sexual abuse or assault came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such abuse; (9) the reasons such person or persons are suspected of causing such abuse; (10) any information concerning any prior cases in which such person or persons have been suspected of such action; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

If the report of sexual abuse involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

STUDENTS

EXPLOITATION; SEXUAL HARASSMENT (CONTINUED)

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM REPORTING CHILD SEXUAL ABUSE AND ASSAULT (continued)

The Board of Education recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused a student. Not later than five (5) working days after an investigation of child abuse by a school employee has been completed, DCF is required to notify the Superintendent and the State Department of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes

17a-101q State wide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)

A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.

Policy adopted: 5/15/18 NORWALK PUBLIC SCHOOLS

Norwalk, Connecticut

INSTRUCTION

MIGRANT STUDENTS

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health, nutrition and social needs.
2. Provide to the extent feasible a full range of services that will provide migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

In providing services, priority shall be given to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic standards or who have dropped out of school.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

MIGRATORY CHILD/STUDENT DEFINITION

A. A “**migratory child**” means a child who:

- (1) is a migratory agricultural worker or a migratory fisher; or
- (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

B. Qualifying Move means a move from one residence to another residence that occurs due to economic necessity and from one school district to another school district.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: Federal Register – July 29, 2008 – Final Rule

34 C.F.R. Part 2000

P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

Policy adopted: 5/15/18 NORWALK PUBLIC SCHOOLS

Norwalk, Connecticut

FORM**Programs for Migrant Students - Family Interview Form***To be completed by Building Principal or designee: (please print)*

Reading	Math	Language	Other (specify)
Child 1		_____	
Child 2		_____	
Child 3		_____	

 Child 1 Name Birth Date Grade School

 Child 2 Name Birth Date Grade School

 Child 3 Name Birth Date Grade School

 Name of Parent/Guardian Language(s)

 Telephone Number or other contact information

 Today's Date

Needs Assessment***Please check response:***

1. Do any of your children have health problems that interfere with their ability to learn?
Yes or No. Explain: _____
2. In what areas might your child or children need additional help in school?

	Reading	Math	Language	Other
Child 1				
Child 2				
Child 3				

INSTRUCTION

INTERNET ACCEPTABLE USE: FILTERING

The Norwalk Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate private manner when using the Internet.

The Board of Education provides computers, computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The equipment, infrastructure, and software are not to be used for personal gain by any student or staff member.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Responsible Use Policy." In the case of minors, the "Responsible Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.
4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school or library.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

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

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

INSTRUCTION

INTERNET ACCEPTABLE USE: FILTERING(CONTINUED)

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters will be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 -Web Sites/Pages)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Public Law 106-554 Fiscal 2001 Appropriations Law containing "Children's Internet Protection Act"

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted: 5/15/18 NORWALK PUBLIC SCHOOLS, Norwalk, Connecticut