

Global Experience Magnet School

Making the World Our Classroom



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2022-2023 Student Handbook

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- **Principal's Message**

Welcome to Global Experience Magnet School! My name is Dr. Frank Macchi and I am the proud interim principal of this wonderful school. The 2022-2023 school promises to be an exciting year. We are proud to tout our highest enrollment in years and to support our students with a modern and inventive, experience-based curriculum.

To that end, we offer a curriculum aligned to the Common Core State Standards. Our highly qualified faculty implements these standards through an inquiry-based learning approach. Students are challenged to learn and demonstrate mastery of the standards through real-world applications of the content.

Our small class sizes allow us to provide “private school” levels of peer to peer and teacher to pupil interactions. Not only will our students receive unprecedented levels of academic attention, but their social and emotional well-being will be served in a way that one rarely receives in traditional schools.

Throughout one’s GEMS career, we aim to provide students with as many experiences as possible. Past experiences range from volunteering for Habitat for Humanity in Los Angeles to running a shoe drive in a village in South Africa. Students experience local customs and culture in these regions, thus fostering a broader perspective of the world.

We encourage our family and support members to be active participants in the education of their children. We believe in collaboration and a strong school-home partnership. We encourage family involvement and input, so please feel free to contact us if you have compliment or a concern.

We look forward to working with you. Welcome to GEMS!

Sincerely,

Frank Joell Macchi, Ed.D.
Interim Principal
Global Experience Magnet School

MISSION STATEMENT

The mission of the Global Experience Magnet School (GEMS) of Bloomfield is to provide each student with a rigorous, college preparatory education. Students learn and engage in a safe and supportive environment that ensures readiness to compete in a technological, diverse, and global economy. GEMS provides a customized education deeply rooted in local, national, and international experiences which allows each student to reach their maximum social and academic potential. Through positive staff, student, and parent collaboration, each student will graduate from GEMS with the skills necessary to meet their post-secondary goals.

AT GEMS, WE ARE ALL GLOBAL CITIZENS.

Global citizens KNOW, CARE, and DO.

KNOWING means that global citizens...

- Think flexibly: apply past learning to new situations, approach problems from a new angle, and consider alternative points of view.
- Strive for accuracy and precision in problem-solving by gathering and evaluating data, consulting diverse sources, envisioning a range of consequences, and drawing on varied problem-solving strategies.
- Possess technical, linguistic, and cultural skills to perform scientific, social-scientific, and humanist analysis.
- Make connections across disciplines, people, places, ideas, events, and times.

CARING means that global citizens...

- Demonstrate intercultural competence, including the ability to communicate with clarity: communication is articulate, organized, well-supported and informed.
- Display cultural compassion and empathy: can see from others' perspectives, appreciate commonalities and differences. Exhibit curiosity, commitment, and compassion by raising questions and posing problems.
- Show self-awareness and comprehend personal capacity to make change.

DOING means that global citizens...

- Perform active and meaningful service to others.
- Engage in ethical and fair decision-making.
- Practice personal and social responsibility in daily activities.
- Work with a sense of deliberativeness: intentionally form a vision, plan of action, goal or destination before beginning a task or taking the next step.

BLOOMFIELD PUBLIC SCHOOLS | ACADEMIC CALENDAR 2022-2023

DAYS: 0
4 Offices closed
 Independence Day
11-29 Summer Academy

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DAYS: 20
2 Observance of New Year's Day: schools & offices closed
11 PD: early dismissal PreK-12
16 M.L. King Day: schools & offices closed
25 PD: early dismissal PreK-12

DAYS: 1
29 Convocation
 Teacher PD
31 First day of school

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**PD = Professional Development

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

DAYS: 18
1 Schools closed: Teacher PD
15 PD: early dismissal PreK-12
20 Presidents' Day: schools & offices closed

DAYS: 21
5 Labor Day: schools & offices closed
14 PD: early dismissal PreK-12

SEPTEMBER 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DAYS: 22
1, 2, 3 Parent Conferences: early dismissal PreK-12
29 Schools closed: Teacher PD

DAYS: 19
10 Indigenous Peoples' Day: schools & offices closed
19 PD: early dismissal PreK-12
26 Schools closed: Teacher PD

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DAYS: 14
7 Good Friday: schools & offices closed
10-14 Spring Recess: schools closed
26 PD: early dismissal PreK-12

DAYS: 17
8 Election Day: schools closed Teacher PD
11 Veterans Day: schools closed
23-25 Thanksgiving Recess: schools & offices closed

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DAYS: 22
10, 24 PD: early dismissal PreK-12
29 Memorial Day: schools & offices closed

DAYS: 15
7, 8, 9 Parent Conferences: early dismissal PreK-12
22-30 Holiday Recess: schools closed
23, 26 Observance of Christmas Eve and Christmas Day: offices closed

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DAYS: 11
15 Projected last day of school: early dismissal
19 Juneteenth: offices closed



LEGEND

- Schools closed
- Early Dismissal (conferences or PD)
- Summer Academy
- First or last day of school
- Professional Development (schools closed)
- Offices Closed

I. ACADEMIC INFORMATION

ACADEMIC INTEGRITY

Honesty and integrity are among the most highly regarded and respected values of the GEMS community. Students are expected to rely upon their own resources and efforts in order to complete coursework. Cheating is a violation of this standard and includes, but is not limited to, the following:

1. Unauthorized use of prepared materials or information prior to or during testing
2. Copying another person's homework, class work, research paper, or test.
3. Turning in someone else's work as your own.
4. Securing the questions/tasks for a test or other graded assignment that has been previously given to other students.
5. Plagiarism — failing to use sufficient documentation when using materials from print or electronically generated sources.
6. Unauthorized use of teacher materials, accessed from desk, files, or computer.
7. Group or collaborative assignments

Consequences

1. Students will receive a zero for any work in which cheating has occurred.
2. Parents and the guidance department will be notified of the incident.
3. The student will jeopardize his/her eligibility for awards and recognition offered by GEMS.
4. A student may face disciplinary consequences from the school including, but not limited to, suspension, in accordance with the Board's Student Discipline Policy.

AFTER-SCHOOL ACTIVITIES

The extracurricular program at the Global Experience Magnet School is optional for middle school and high school students. The program consists of approximately four to six clubs that host challenging activities designed to appeal to the diverse interests and talents of the students. A student may seek to participate in activities where he/she can further develop him or herself academically, socially, emotionally, and physically. Some activities may include cooking or, for middle school students, sports through the Bloomfield Schools extracurricular activities. Opportunities also exist for service within the school and community. Students should understand that participation in any extracurricular activity is a privilege. Activities will take place at various intervals (e.g., weekly, bi-weekly, monthly, etc.) and will be based on student interest.

GEMS BELL SCHEDULE 2022-2023

Monday, Thursday Friday		Tuesday		Wednesday	
Period 1	7:40-8:30	Period 3	7:40-9:09	Period 1	7:40-9:09
Passing	3 minutes	Passing	3 minutes	Passing	3 minutes
Period 2	8:33-9:22	Period 4	9:12-10:44	Period 2	9:12-10:44
Passing	3 minutes	Passing	3 minutes	Passing	3 minutes
Period 3	9:25-10:14	Period 5	10:47-12:47	Period 6	10:47-12:47
Passing	3 minutes	Passing	3 minutes	Passing	3 minutes
Period 4	10:17-11:39	<i>HS Lunch</i>	10:47-11:17	<i>HS Lunch</i>	10:47-11:17
Passing	3 minutes	<i>HS Class</i>	11:19-12:47	<i>HS Class</i>	11:19-12:47
<i>MS Lunch</i>	10:17-10:47	<i>MS Class</i>	10:47-11:28	<i>MS Class</i>	10:47-11:28
<i>MS Class</i>	10:50-11:39	<i>MS Lunch</i>	11:30-12:00	<i>MS Lunch</i>	11:30-12:00
<i>HS Class</i>	10:17-11:06	<i>MS Class</i>	12:03-12:47	<i>MS Class</i>	12:03-12:47
<i>HS Lunch</i>	11:09-11:39	Period 7	12:50-2:20		
Period 5	11:42-12:31				
Passing	3 minutes				
Period 6	12:34-1:23				
Passing	3 minutes				
Period 7	1:23-2:20				

CODE OF CONDUCT

At GEMS, we strive to create an environment wherein each individual acts honestly. We believe it is the right, privilege, and responsibility of each individual to contribute to and work in an environment of trust. Even though the Code of Conduct refers to academic policy, honorable behavior covers the full range of activities within the school environment. Infractions of a “non-academic nature” will fall under the guidelines of the student behavior and student discipline and may result in a school suspension in accordance with the Board’s Student Discipline Policy. The GEMS Honor Code addresses academic cheating, plagiarizing, lying, and stealing.

What is academic dishonesty?

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Example: Looking on someone’s paper or using a “cheat sheet” while taking a test, turning in a research paper that you bought from a service or received from some other source, submitting your same work more than once for credit without teacher’s permission, using someone else’s answers for lab/homework assignment.

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Examples: Making up data on a lab assignment, making up a source to use as citation in a paper.

Facilitation: Intentionally or knowingly helping or attempting to help another student violate any provision of the Honor Code. Examples: Giving another student one’s homework so that he/she can copy the answers, letting someone copy one’s answers on a quiz or test, texting an answer to a question on an exam, giving test information/answers to students in other sections of the same class.

Plagiarism: Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. Examples: Quoting a source (copying information word for word) and failing to give the proper citation, putting a source’s text into one’s own words (paraphrasing) and not citing the source, copying someone else’s computer disc or paper for a project and submitting it as one’s own.

Consequences:

Students committing academic dishonesty will receive a zero for their work.

Parents of the students will be notified by the teacher(s) of honor code violation. Additionally, students may face one or more of the following consequences as determined by their teacher(s) and the Principal:

Removal from the GEMS Society or National Honor Society (if applicable); removal from club or sports; disciplinary consequences including, but not limited to, suspension, in accordance with the Board’s Student Discipline Policy.

FINAL EXAMS

High School students are expected to be present for final examinations at the scheduled times. Students are required to be in dress code during final exams. Makeup examinations will be given only to students who have a doctor’s note or who have other valid, documented reasons, as determined by school administration. A parent/guardian must contact the Principal’s office by May 15, 2020, if attendance at a final exam is in question. All requests to take early exams must be directed towards administration. NO EXCEPTIONS. Students arriving late to their exam, with a documented reason, will have to reschedule their exam during the make-up period. If a student does not have a valid, documented reason for missing or arriving late to a midterm or final exam, he/she will receive a zero. NO EXCEPTIONS.

FINAL EXAM EXEMPTIONS

Seniors may be deemed exempt from their final exam if they have maintained a 90 average for the year and a 90 for the fourth quarter. Unexcused absences from exhibitions will result in the nullification of exam exemptions, a deduction of ten points per each incidence on their exhibition or final exam grade, in addition to making up the time lost due to their absence. Such exemptions may only be applied to year-long courses.

EXHIBITIONS

All students including seniors are responsible for presenting and attending Exhibitions twice a year. Work is not a valid reason for missing exhibitions. If seniors do not attend their scheduled exhibitions, they will lose ten points for every absence on their exhibition midterm or final exam grade, and will be required to make up the time lost due to their absence. A student who does not present his/her **Trimester 1** exhibition (due to absence, refusing to present, etc.) will be required to present an exhibition on the make-up exam day. Similarly, students failing to present a **Trimester 3** exhibition will be required to present on the final exam, make-up exam day. A score of zero will be recorded for either the midterm exam or final exam grade for the Advisory/College and Career Readiness course until the exhibition is presented. Students who present his/her Exhibitions and are scored as failing/require a resubmission will also be required to re-present and/or resubmit at the teacher’s discretion. Additional privileges may be revoked until the Exhibition is presented to teachers, administration, and/or the student’s parent(s).

SENIOR SCHEDULE

At Global Experience Magnet School, we believe strongly in the early college education model. As such, student schedules for seniors may vary from a regular student schedule at GEMS. The following are guidelines and expectations seniors should follow in lieu of the schedule variation:

Students are expected to attend all of their classes and must be in their assigned classroom unless given advance permission from their assigned teacher. Students are expected to use their afternoons for the purposes of college courses, college office hours, completing coursework from GEMS or the college, internships, community service, or any other activity that supports their academic development. Students may be dismissed from school after his/her last scheduled class for the day and must wait until dismissal to leave the classroom. Seniors who choose to remain at school must be in their assigned senior supervision area/classroom. Dress code is to be adhered to while at GEMS at all times. No loitering in the lobby is allowed. *Only students in good academic standing will be permitted to leave early.*

Seniors are required to participate in all exhibitions. A senior who is absent from exhibitions presented by other students will result in a deduction of ten or more points from his/her exhibition midterm or final exam grade.

If a senior has one or more course grades that fall below a 65 or if the student is projected to not meet graduation requirements, he/she may be placed on academic probation. Students on academic probation are expected to be at GEMS for the entire regular school day until such time that his/her academic performance has improved, the improvement(s) is documented, and school administration agrees that the student has met the daily contract requirement developed to improve the student's academic standing. We reserve the right to keep students until the end of the school day (12:47 pm on Wednesdays, 2:20 pm on other days of the week for the 2022– 2023 school year).

EXTRA HELP

Students who have difficulty with their courses or who have make-up work are urged to use this opportunity. It is the student's responsibility to take the initiative in getting help when needed.

GEMS SOCIETY STANDARDS

To be eligible for GEMS Society, interested students must complete and submit an application and demonstrate excellence in the following criteria:

- Knowing: GEMS Society members must maintain an 85% or above in every class and complete at least 90% of the homework assigned. This must be signed off by each of the student's teachers.
- Caring: GEMS Society members must answer the following essay questions demonstrating their global citizenship.
 - a. Explain, in detail, how you are a positive role model for your peers.
 - b. Explain how you are an active participant in the GEMS community.
- Doing: GEMS Society members must have no more than 2 points on the discipline matrix. This must be signed off by the Dean of Students. If an interested student has more than 2 points, they may speak with the Dean of Students about point redemption at least 2 weeks prior to the application due date.

8th GRADE PROMOTION

8th grade students who have successfully completed the middle school course requirements, and are in good standing with their attendance may participate in an 8th grade promotion exercise. Students must also complete the year's exhibitions and experience performance tasks in order to participate in the promotion ceremony.

RETENTION OF MIDDLE SCHOOL STUDENTS

It is the policy of the Bloomfield Board of Education that all students should be placed in instructional programs in which they can achieve academically as well as emotionally, socially, and physically. While most students require only one school year in a grade to meet district expectations, some students may need an additional year(s) and/or an extended year. Retention of a student may happen in the 8th grade year, and shall be based on **at least three (3)** of the factors listed below. The principal's decision on retention is final.

Retention Factors

- Final course grade of less than 60 in mathematics or language arts
- Failing three or more core classes
- Failure to present a successful Exhibition in the 8th grade
- Previous history of failure
- More than 15 days of unexcused absences
- Behavior

When retention is a possibility, the administrative team will confer with parents/guardians after the second trimester report card. ***On the first school day in the month of June***, the principal shall notify parents of his/her retention decision by certified mail and ask to meet with them to discuss the retention year program and their role in the child's education. By the end of September of the following school year, the student's teachers will develop an instructional plan for him/her and share it with the parents. The student will also be placed in SRBI services for the first trimester of the retention year. Members of the Student Intervention Team (SIT) will be responsible for the implementation of these services.

Retention Plan

An individual retention plan shall be developed for each student who is retained and shall include:

- Reason(s) for retention
- Summary list of interventions and materials provided during the year
- Recommendations for interventions for the coming year with list of staff who are responsible

A copy of the plan shall be given to the student's teachers for the next school and a copy shall be placed in the child's cumulative record. The plan will be monitored by the principal and/or a designee.

EXTENDED YEAR- SKILLS RECOVERY PROGRAM

8th grade students who receive a final course grade of less than 60 in two core classes, may be required to attend 20 hours of a skills recovery program. They will complete coursework through Khan Academy in addition to supplemental work from their teachers. If students do not complete the program, they may be placed in intervention series for Math and/or Reading during the first quarter of the next school year in place of their elective course.

PROMOTION AND RETENTION OF HIGH SCHOOL STUDENTS

Student grade placement is based on the total number of credits students have earned. Students must earn the following:

GRADE	TO BE IN	Credits needed
9th Grade	10th Grade	5.0 credits
10th Grade	11th Grade	12.0 credits
11th Grade	12th Grade	18.5 credits

GRADING SYSTEM

Numerical grades from teachers are converted into letter grades on report cards. Report cards will be issued to students at the end of each trimester. Usually this date is seven school days following the close of the trimester. Report cards will be sent to the Parent/Guardian's home address. High school students will have a record of their academic performance in each class recorded on their transcript. The letter grade earned for each course taken at GEMS will be credited toward a grade point average (GPA) which is used by many colleges and universities to average a student's performance in high school. Transfer credits are not included in the GEMS GPA calculation

<u>Scale Score</u>	<u>Grade</u>	<u>GPA</u>
97-100	A+	4.333
93-96	A	4.000
90-92	A-	3.667
87-89	B+	3.333
83-86	B	3.000
80-82	B-	2.667

<u>Scale Score</u>	<u>Grade</u>	<u>GPA</u>
77-79	C+	2.333
73-76	C	2.000
70-72	C-	1.667
67-69	D+	1.333
63-66	D	1.000
60-62	D-	0.667

<u>Scale Score/ Comment</u>	<u>Grade / Code</u>	<u>GPA</u>
1 – 59	F	0
0	0	0
Incomplete	I	-
Pass	P	-
Withdrawal	W	-
Medical	ME	-

For high school class rank for 2023 and beyond, a student's GPA will be weighted to account for college classes; for each successfully completed college class (grade of C or higher), 0.02 GPA points will be added to the students cumulative GPA. Students will not be exempted from final exams for courses that are only Trimester.

Special Recognition

Graduating seniors are recognized for exceptional academic achievement based on a student's GPA. Recognitions including "high honors" and honors are calculated and rounded to the nearest hundredths place. The following distinctions are noted on the transcripts of graduating seniors:

Earned GPA: 3.75 or higher Distinction: High Honors

Earned GPA: 3.50 – 3.74 Distinction: Honors

Valedictorian and salutatorian will be determined by comparing the GPA carried to the thousandths place. The student in the graduating class that has the highest GPA and has earned the High Honors distinction will be recognized as the "Valedictorian;" the student in the graduating class that has the second highest GPA and has either the Honors or High Honors distinction will be recognized as the "Salutatorian."

GRADUATION REQUIREMENTS

Students are required to earn a minimum of 25 credits and meet certain credit requirements to graduate and earn a diploma from GEMS. Students must take coursework and earn credits as described:

Subject Area	Number of Credits for class 2023
Humanities (English, civics, or the arts)	9.0
STEM (science, technology, engineering, mathematics)	9.0
Physical ed. and wellness	1.0
Health and safety education	1.0
*Capstone Project(s) Competency / Mastery-Based Diploma Assessment	0.1
World Language	1.0
Mastery-based diploma assessment	1.0
Electives	3.0
TOTAL	25.1

GRADUATION CEREMONY

12th grade students who have successfully completed the high school course requirements, and are in good standing with their attendance may participate in the graduation ceremony. Students must also complete their exhibitions, performance tasks for their experiences, as well earn a passing grade for their Capstone project. They must also ensure that all accountabilities are at a zero balance, and must purchase a cap and gown from the school to participate.

HOMEWORK

Generally speaking, the grades achieved by a student depend upon the amount and the degree of preparation devoted to one's subjects. Regardless of the subject, all homework is expected to be completed as required by the teacher. Parental supervision of homework is desirable. The amount of time required to prepare homework will vary somewhat from day to day and from subject to subject. However, students should expect approximately two and one-half hours of homework per academic subject per week. Homework is never given for disciplinary reasons. GEMS shall be in compliance with the Board's Homework Policy.

INCOMPLETE GRADES

Students must resolve incomplete grades with the course instructor no later than two weeks after a trimester closes. Unresolved incomplete grades after this two-week deadline will be assigned a grade of 30% for high school and 40% for middle school by the teacher. Teachers will then assign the student a grade for the marking period computed with the inclusion of incomplete work as 30%/40%. Students must take the responsibility to ensure that all assignments are complete by the designated time. A 30%/40% grade has a devastating effect on the final grade and GPA (Grade Point Average). Exceptions, such as extended illness, will be decided on an individual basis by administration.

MAKE-UP WORK

Make-up work should be completed as soon as possible after the return to school. Generally, for each day's absence due to illness, two days may be allowed for make-up work. In the case of pre-announced tests or major assignments, it is the teacher's prerogative to determine an acceptable make-up day. Except in the case of a prolonged illness, make-up work for excused absences must be completed within a reasonable amount of time to be determined by the teacher. The responsibility for initiating make-up work rests with the student.

PERFORMANCE TASKS/GEMS EXPERIENCES

GEMS Experiences are an integral part of the school's curriculum. They afford students an opportunity to develop and demonstrate skills from all curricular areas (language arts, math, science, social studies, etc.). Whether or not a student travels as part of a GEMS Experience, the performance task is required of all students. Further, the performance task grade, because it is linked to all content areas, will be incorporated as a grade in all of a student's classes. Additional information on performance tasks and GEMS Experiences can be found in section III, General Information.

POWERSCHOOL

Students and guardians can view their grades and attendance at PowerSchool which can be accessed at: <https://ps.blmfl.d.org/public/home.html> Please call the main office for PowerSchool passwords.

QUALITY-POINT POLICY

For many reasons, high schools all over the country are asked each year to submit the scholastic averages (grade point average or GPA) of their senior students and to relate how these students compare to each other in scholastic achievement. The various reasons are: scholarship programs, special awards, employment, and college admissions. Although many factors are considered for college admissions, colleges feel that a student's scholastic average is a significant indicator for predicting scholastic success in college. The Global Experience Magnet School cooperates in computing scholastic averages to aid students in gaining acceptance to college programs that will match their academic achievements. For high school class rank consideration for the class of 2023 and later, a student's GPA will receive **special weighting** to account for college classes; for each successfully completed college class (earning a grade of C or higher), 0.02 GPA points will be added to the student's cumulative GPA.

SENIOR CAPSTONE PROJECT

Seniors are required to take a capstone course. The course is designed to afford students the time and the guidance to complete their capstone projects. Successful completion of the capstone projects are a GEMS high school graduation requirement. The components of the capstone projects required for graduation include 1) the capstone paper and 2) the capstone presentation/oral defense. Specific requirements for these requirements will be provided by the capstone course teacher.

STANDARDIZED TESTING

GEMS students are expected to participate in a number of standardized assessments including: iReady Assessments,, Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), Smarter Balanced Assessment (SBA), SBA Interim Assessment Blocks (IAB), etc. The teachers at GEMS use these assessments to determine a student's skills levels in math, reading, and science. Because these assessments are part of our educational process, missing these assessments, refusal to take these assessments, or failure to put forth your best effort can impact your ability to earn awards, attend field trips, travel as part of our GEMS experiences, etc.

II. BEHAVIORAL EXPECTATIONS, RULES AND REGULATIONS

GEMS SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Technology

Be Respectful

- Use school equipment only with permission
- Use personal devices only when approved

Be Responsible

- Store log in and password information in a safe and convenient location
- Leave equipment the same as you found it
- Stay focused on the assignment

Be Safe

- Only use school-approved sites
- Please handle school electronic devices with care
- Be aware of what you post on the Internet

Be Your Best

- Help others understand technology
- Be good role models

Bathroom/ Locker Room

Be Respectful

- Take five minutes to change
- Use inside voices
- Clean up after yourself

Be Responsible

- Put away materials and belongings appropriately
- Flush once finished 😊

Be Safe

- Wash your hands
- Keep your body to yourself

Be Your Best

- Be quick so that you can get back to class and continue your learning.

Arrival & Dismissal

Be Respectful

- Greet friends and staff appropriately
- Use professional language
- Appreciate diversity
- Listen to staff
- Look out for one another (ex. Help lost peers)
- Maintain personal space

Be Responsible

- Middle school students report to cafeteria when arrive
- High school students report to their first period classroom when after 7:25am
- Put away items unapproved for school use (i.e. jacket, headphones, and electronics)

Be Safe

- Walk at all times
- Keep your body to yourself
- Use an inside voice
- Wait until staff or an announcement before dismissal

Be Your Best

- Have a positive attitude- "Today is going to be great!"
- Have an open mind
- Be flexible
- Leave it better than you found it!

Hallway***Be Respectful***

- Use professional language
- Use an inside voice
- Follow staff requests

Be Responsible

- Be in your seat before the bell rings
- Keep your belongings in your locker or find storage for oversized items
- Use passing time effectively and efficiently

Be Safe

- Walk at all times
- Keep yourself to yourself
- Keep your belongings to yourself

Be Your Best

- Be courteous – use your manners, wait your turn
- Be a good citizen – help others

Bus***Be Respectful***

- Follow the directions and requests of bus drivers, bus monitors and staff
- Use an inside voice

Be Responsible

- Keep track of your personal and school belongings

Be Safe

- Sit in your seat while the bus is in motion

Cafeteria***Be Respectful***

- Wait your turn in food/ drink line
- Be polite with cafeteria staff
- Be courteous to your peers
- Use appropriate language

Be Responsible

- Clean up after yourself
- Recycle all bottles
- Be sure to have a pass if wishing to leave the cafeteria
- Come prepared with needed materials

Be Safe

- Choose your seat and remain there
- When moving, please walk!
- One person to a seat
- Use inside voices

Be Your Best

- Seek extra help from teachers and peers during lunch when needed
- Lend a helping hand
- Be present – enjoy each other's company!

Classroom***Be Respectful***

- Use kind words
- Support one another
- Maintain your personal space
- Use electronics appropriately and when deemed necessary
- Work well with all your peers

Be Responsible

- Arrive to class on time
- Sit in your seat upon arrival
- Come to class prepared with necessary materials
- Leave food and drinks in cafeteria or locker

Be Safe

- Keep your body to yourself
- Remain in your seat until the bell
- Keep your chair legs on the floor at all times

Be Your Best

- Put forth your best effort every day!
- Be accepting of uniqueness of others

Lobby***Be Respectful***

- Wait your turn at the desk
- Use professional language
- Use inside voices

Be Responsible

- Only use lobby with permission from staff
- Remember to take your belongings with you
- Keep electronics off or on silent

Be Safe

- Stay outside of the desk area
- Allow staff to open the door for individuals
- Sit with one person to chair or couch cushion
- Keep stairway clear

Be Your Best

- Be a good role model

Outside/ Playing Area***Be Respectful***

- Keep food and drink in cafeteria or locker
- Be courteous to people's property

Be Responsible

- Use age appropriate equipment

Be Safe

- Wear proper attire at all times
- Be aware of your surroundings

ATTENDANCE POLICY

Daily, on-time attendance at school and in classes is an integral part of a student's educational success at GEMS. Regular attendance at school is, by state statute (Conn. Gen. St. Sec. 10-184, 10-198a) and the Board Attendance Policy, the shared responsibility of the parents/guardians and of the students. Unexcused tardies and absences from class/school may result in loss of credit. Students and parents are encouraged and urged to review the Board Attendance Policy and GEMS attendance guidelines and become knowledgeable regarding potential attendance issues that may impact credit toward graduation.

Students and parents should make every attempt to avoid any absence from school for other than legitimate reasons. Parents/guardians and students are encouraged to monitor their class attendance via PowerSchool. Please review carefully the Board Attendance Policy and Regulations.

Absence Procedure

It is the responsibility of the parent/guardian to contact the main office at (860) 769 -6600 extension #1 (voicemail is available after school hours) each day to report their student's absence from school. Please state your name, the student's name, the reason for the absence and a phone number where you can be reached.

The parent/guardian must submit a written explanation for the reason for the absence within 48 hours of the student's return to school. Failure to submit a written explanation will result in an unexcused absence.

If a student is absent, he or she may not participate in any athletic or school activities scheduled on the day of that absence. If a student misses more than three class periods of a school day, he/she is considered absent.

Tardy Procedure

If a student arrives late to school they are to report to the main office. The student must present a note to the administration to determine if the tardiness is excused. They will then be given an excused or unexcused pass to class.

Tardy students must get a pass. Students will not be admitted to class without a pass.

Excused/Unexcused Absences: Please refer to the definitions and information in the Board Attendance Policy.

Unexcused Tardy – Not present when the bell rings for class without a legitimate pass from a staff member. Tardiness will not be excused for oversleeping, missing the bus, personal transportation problems, etc.

The Unexcused Tardy Policy requires all students to attend a three-hour mandatory Wednesday Service Session to make up for lost instructional time if they accumulate a total of twelve (12) unexcused tardies to either class or school. In the event a student receives a Wednesday Service Session, parents will be notified via phone and/or written notification. Once a student has successfully completed the requirements of the assigned Saturday Service Session, their attendance points will be recovered. If a student does not attend the mandatory Wednesday Service Session, a parent meeting will be scheduled, the tardiness will be reflected on their attendance record and the student will be subject to credit denial and/or further disciplinary action. An accumulation of points on the disciplinary matrix will potentially affect the student's ability to participate in GEMS Experiences, international, national or local. If a student continues to have excessive tardies to a particular class or school (more than twelve), the parent(s) and student will be required to attend a mandatory meeting with the administrative team.

Truancy

For a student to be identified as truant, they need to meet one of the following criteria:

4 unexcused absences in a 30 day window

10 total unexcused absences in the school year

Attendance Point System

All attendance will be reported using a point system. All unexcused absences and class cuts will result in one attendance point. All unexcused tardies will result in $\frac{1}{4}$ (.25) of an attendance point and $\frac{1}{4}$ (.25) of a point on the disciplinary matrix. Documented excused absences or tardies will not result in the accumulation of attendance points, however a student will be subject to an attendance hearing if they have accumulated 20 or more absences, unexcused or excused. If a student accumulates a total of 21 attendance points for any class, it will result in a loss of credit.

Early Dismissal

Early dismissal of students is discouraged and should be used only in unforeseen circumstances or for doctor's appointments that cannot be scheduled after school hours. If the student returns to school on that day, he/she must re-enter by signing in at the front desk. Students must have both parental and administrative permission to leave school early.

1. Every applicant for early dismissal must bring a note from a parent/guardian explaining why the early dismissal is necessary. This is required of all students, even those who are 18 years of age or older. The note is to be brought to the front desk before 8:00 A.M. This note should include the telephone number of the parent/guardian for early dismissal verification. Unverified parental requests will not be honored. Phone dismissals will only be honored for emergency situations. It is disruptive to the learning environment to accommodate last minute requests.
2. Students who are dismissed early from school must stop at the front desk and have a parent/guardian sign them out before leaving the school building. Students are not allowed to leave with non-guardians, except as otherwise permitted by the Principal. Students are to wait for their arranged rides in the front lobby. GEMS policy is to have a parent, guardian or emergency contact sign out the student if it is during school hours. However, in the case of an emergency at home, a parent may obtain dismissal of a student by telephoning the front desk to make arrangements. This formal request is mandatory for the mutual protection and benefit of the student, parent, and school.
3. Students who become ill during the school day should report to the Nurse's office. The School Nurse will determine whether a student should remain in school. If a student leaves without proper authorization, absences will be considered unexcused.
4. Students with a shortened schedule or with an approved early release must leave school grounds immediately following their last scheduled class. There will be no loitering on school grounds after a student is early dismissed. Failure to adhere to this policy will result in early dismissal privileges being revoked. Seniors with shortened schedules may stay in the cafeteria for senior supervision under the direction of the assigned faculty member.

IF A STUDENT BECOMES ILL AT SCHOOL, DISMISSAL OF THE STUDENT IS AUTHORIZED ONLY BY THE SCHOOL NURSE OR BUILDING ADMINISTRATORS. The parent will be notified and will be expected to provide transportation to the home. Student violation of this procedure could result in disciplinary action. Under no circumstances will a student be dismissed unless a parent or other responsible person is available. No minor student enrolled in the Bloomfield Public Schools shall be removed from school during the school day or after school except by the student's custodial parent or legal guardian. The school administration may permit removal by another person upon receipt of written permission for such removal from the student's custodial parent or legal guardian.

BUS PASSES OR LEAVING WITH ANOTHER STUDENT'S PARENT

If a student is riding another student's bus at the end of the day, the parent/guardian of **both** students need to send in written permission which must be submitted to the front desk at the beginning of the day. The bus pass will be available at the front desk during the lunch wave. Bloomfield residents who take a Bloomfield bus, may only take another Bloomfield bus as an alternate transportation. Similarly, students who take bus transportation organized through the Regional School Choice Office (RSCO), may only take alternate transportation using a RSCO bus. If a student plans to leave school at the end of the day with another student's parent, a note from the parent must be provided to the front desk at the beginning of the day granting permission for the student to leave with a non-guardian.

LOSS OR SUSPENSION OF COURSE CREDIT

Excessive absences, including tardies, from a scheduled class will result in the loss of credit for that particular class. If a student accumulates 21 attendance points, in a full year course or 7 attendance points in a trimester, credit will be denied pending review by the administrative team. The administrative team shall conduct a review of the circumstances leading to the violation of the attendance policy. Once a student accumulates 4/7/14 cumulative absences/attendance points, a letter will be sent to the parent/guardian. If a student is denied credit, a student has a right to petition for an appeal. The appeals process is described below.

Students losing credit due to unexcused absences will not be removed from a course. It is possible for a student to earn a passing grade for a course in which they have lost credit due to unexcused absences. The grade earned will be recorded on the student transcript; however, graduation credit will not be awarded to meet total graduation requirements. The Attendance Policy 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 circumstances beyond the control of the student/parent.

Appeals Process

It is the responsibility of the student's parent/guardian to schedule an attendance/credit loss appeal. Parents must submit a request for an appeal within ten school days of receiving their student's denial of credit letter. The appeal committee will be comprised of, the student's guidance counselor, an administrator and a certified staff member (i.e., teacher, social worker, or psychologist). It is also recommended that the student and parent be present at the hearing. Any documentation relevant to the student's absences should be brought in at this time. The Attendance Committee shall conduct a thorough review of the circumstances leading to the excessive absences and exercise one or more of the following options:

- Restore credit for the course
- Impose social probation (no participation in extracurricular activities, including athletics and upperclassmen activities (i.e., senior trip, outing, and proms)
- Impose attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit)
- Deny course credit

BUS TRANSPORTATION

Students are expected to behave appropriately and are to abide by all school rules while being transported to and from school. Parents are responsible for the conduct of their children while they are waiting for the bus and returning home from the designated bus stop. Failure to comply with school rules will result in bus misconduct reports or loss of busing privileges as determined by the transportation vendor and/or school administration.

It is the responsibility of the parent to assure that the student is waiting at his/her designated stop on time. Should a student miss their bus, the parent must find alternate means of transporting the child to school.

DO NOT LOSE YOUR BUS PRIVILEGE- FOLLOW THESE RULES

1. Observe classroom conduct.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Do not damage bus or equipment.
8. Stay in your seat.
9. Keep head, hands and feet inside the bus.
10. Do not fight, push or shove.
11. Do not tamper with bus equipment.
12. Do not bring pets on the bus.
13. Do not bring flammable material on the bus.
14. The bus driver is authorized to assign seats.
15. Have a safe trip.

Orderly behavior on school buses is essential for the safety and health of passengers and driver. Students will lose their bus privileges for not adhering to the above rules.

IMPORTANT BUS INFORMATION

Please take a few moments of your time to review the regulations in this booklet with your child(ren). Safety must be communicated to everyone involved in transporting students. You play an important role in assuring your child's safety.

1. Please be advised that the bus pick-up time noted on the bus route for your child(ren) is *estimated* and is subject to change during the year due to *bus route changes*. This is especially true in the first few weeks of school when timing and routing adjustments are being made. There are new students, routes and drivers, and understandably, there is an adjustment period.

Children should be at their bus stop 10 minutes before the scheduled time of arrival and wait 10 minutes after the scheduled arrival time. We ask for your patience as we work out the schedule!

2. If a child has not arrived at his/her destination at the end of the school day, call the school or if the school cannot be reached, call **Dattco** at 860-709-9454 (for Bloomfield residents) or **CREC Transportation** 860-524-4077 for non-Bloomfield residents). You will be asked for the following information:

Child's name, address, school name, grade and bus number.

Please wait for the school or bus company to return your call and they will advise you how to proceed.

CLASS CUTS

Students who choose not to attend class or arrive to class more than 10 minutes late (20 minutes on Tues or Wed) without permission will be issued a class cut, which will result in the accumulation of one attendance point. In addition, they will be subject to the following penalties:

1st Offense – Wednesday After- school Service: 12:50 – 3:00

2nd Offense – Saturday Service Session: 9:00 – 12:00

3rd Offense and beyond – Administrative Action

Students who choose not to serve their Service will have further consequences at the discretion of administration and in accordance with the Board Student Discipline Policy (i.e. Additional service hours, in-school suspension, out of school suspension, parent meeting etc.).

AFTER-SCHOOL SERVICE SESSION PROCEDURES

The Global Experience Magnet School will strive to achieve full compliance of all school rules and regulations through the use of restorative practices and positive reinforcement measures, and will resort to disciplinary action, in accordance with the Board Student Discipline Policy, only when positive measures and supports fail to assure compliance.

GEMS uses After-school Service Sessions as one element in its program of promoting responsible student behavior. Each student who is assigned After-school service will be given advance notification and the parent will be notified. In the event that a student accumulates twelve tardies during the **last month of school**, an after-school service session will be assigned.

Parental request for postponement of a service date will be considered if the request is made in writing and states the specific reason for the postponement. This note must be received by the Principal or Dean of Students before the date. Student employment or other high school activities are not a valid reason for postponement of a service session.

AFTER-SCHOOL SERVICE SESSION EXPECTATIONS

Time: Wednesday, 12:50 – 3:00 PM; Saturday, 9 AM-12 PM

If students are late, they will not receive credit for the three hours.

1. Students must be working on school work or reading.
2. Work on a laptop must be approved by the teacher.
3. No use of electronic devices, other than as approved by the teacher.
4. All cell phones must immediately be given to the teacher or the session will not count.
5. No listening to music, watching videos, texting or playing games.
6. Absolutely no talking to each other even if it is for school related purposes
7. No sleeping. If you are caught, this makeup session will not count.
8. Failure to meet any of the aforementioned expectations will result in the inability to restore the attendance points.

DISCIPLINE

The following discipline policy reflects the core values and beliefs of the GEMS school community. As part of this philosophy, we acknowledge that each member of our school community has a great impact on the school climate and culture as a whole. While we understand that making mistakes is a part of the learning process, we believe strongly that a model citizen respects the need for consequences to remedy any wrong doing done to the school community. The discipline matrix below is not intended to address all possible disciplinary infractions. It is also understood that teachers and school administrators will consider each incident individually to determine the scope and severity of the offense in order to appropriately assign consequences, and will act in accordance with the Board's Student Discipline Policy. This is intended only as a guide to ensure that all staff, students, and parents are aligned with their understanding of our policies and expectations with regards to student behavior.

DISCIPLINE MATRIX

You will receive “points” against you for every service session (SS) and suspension depending on the severity of the consequence. If students obtain more than 10 points they will be referred to the Student Intervention Team for behavioral intervention. After 14 points a student will not be permitted to attend non-curricular field trips, and after 50 points a student may be referred for expulsion, in accordance with the Board Student Discipline Policy. Point reduction opportunities are available

Discipline Infraction	Minimum Consequence(s)	Infraction Value
Violation of Classroom Rules	Hierarchy of Teacher Consequences (Includes warnings, conference with student, and communications to parent/guardian)	0 points
Twelve Unexcused Tardies	Wednesday and/or Saturday Service Session (SS)	Attendance Points
Violation of Classroom Rules (Repeated) Dress code or Electronic Violations	Teacher Assigned lunch detention	1 point Note: Seven points will result in a Wednesday SS
Minor Violation of School Policy Outside of the Classroom Skipping Teacher Service Session Other	Office Assigned Service Session- 1 Hour	1 point
Insubordination-Refusing to comply with a staff member’s directive	Removal from class(es) Teacher/Parent Conference Subject to Administrative Discretion/Additional Consequences	2 points
Major Violation of School Policy Outside the Classroom Skipping After-school Session Other	Office Assigned Service Session- 2 Hour	2 points
Skipping 2 Hour Office Service Session Other	Saturday Service Session Subject to Administrative Discretion/Additional Consequences	2 points
Serious Disruption to Educational Environment Skipping Saturday Service Session Profanity Directed at Staff Member Other	In-School Suspension (ISS) Subject to Administrative Discretion/Additional Consequences	3 points per day
Confirmed Bullying Physical Altercation (Fighting) Endangering Safety Sexual Harassment School Threat (Fire Alarm/911) Theft Weapon Use/Possession Drug/Alcohol Use/Possession Tobacco products/Vaping tools Other Offense Deemed by Administration	In-School Suspension (ISS), Out-of-School Suspension (OSS) or Referral for Expulsion Subject to Administrative Discretion/Additional Consequences	5 points per day

If a student accumulates seven disciplinary points for dress code or electronic violations, they will be issued a Wednesday Service Session.

Point Redemption Opportunities

GEMS provides opportunities for students to repair any harm done and truly reflect upon their actions. As such, students have opportunities to redeem themselves and remove disciplinary points from their record, if they do not repeat the negative behavior, exhibit personal growth and can illustrate how they have changed their behavior. If a student wishes to seize this unique opportunity, they must make advance arrangements with administration. All arrangements must be approved prior to implementation.

DRESS CODE

In accordance with the Board Student Dress Policy, The Global Experience Magnet School has a mandatory school uniform requirement which includes **black, navy blue or khaki cotton pants or skirts and a GEMS polo/oxford shirt**. Students must adhere to this Policy whenever they are in the building, in order to participate in classes or other school related activities. One aspect of functioning as a GEMS team is having a similar appearance through our school uniform. It is through this team effort and PRIDE that GEMS students experience a greater sense of school identity, belonging, and promote academic excellence.

Uniforms that meet the below-listed guidelines may not be altered. Students wearing altered uniform clothing or inappropriately worn uniform items (for example unzipped GEMS jacket worn over a non-uniform shirt or worn backwards) or otherwise, fail to adhere to these guidelines will be considered out of uniform and will be subject to disciplinary action. Similarly, additional items may not be added to the uniform. This includes, but is not limited to, sweaters around the waist, hats hung on belts or around the neck, etc. A student wearing additional items may also be subject to disciplinary action, in accordance with the Board's Student Discipline Policy. A lack of clean clothes, the inability to do laundry, or leaving school early are not acceptable excuses for being out of uniform.

Middle and High School Uniform:

CLOTHING ITEM	ALLOWED	COLORS	NOT ALLOWED	REQUIREMENT
PANTS	Uniform slacks with 4 pocket maximum, dress slacks.	Navy blue Khaki (tan) or Black	Baggies, cargo pants, jeans, leggings, joggers or sweatpants. No pants with logos or insignias.	Pants must be worn at the waist with a belt.
SHIRTS	Oxford style white shirt, or polo style (long or short sleeve)	Kelly green, navy, gray, or white polo; white oxford	Any other color	Shirts must be tucked in and MUST HAVE LOGO
SHORTS	Shorts with 4 pocket maximum. Appropriate length is just above the knee.	Navy blue Khaki (tan) or Black	Cargo shorts, Short Shorts	Must be no shorter than 3 inches above the middle of the knee.
SKIRTS/CAPRI PANTS	Skirts and Capri pants must be knee length.	Khaki (tan) or black	Skorts will not be allowed.	Must be knee length.
UNDERSHIRTS	Long or short sleeved	Same color as polo shirt	Colored or patterned undershirts are not allowed.	The only acceptable color is white.
SWEATERS/BLAZERS	Button down or zippered cardigan, v-neck sweater or sweater vest and MUST HAVE LOGO	Navy Blue	No sweatshirts/hoodies or sweaters with designs including argyle.	Must wear solid color undershirt beneath jacket or sweater.

Other Outerwear: In accordance with the Bloomfield BOE policy, outerwear (jackets, sweatshirts, hats, etc.) may not be brought to class, tied around the waist, etc. During the winter months, students may choose to wear solid color sweatshirts under a short sleeve uniform shirt. Hooded sweatshirts are not allowed

Head Attire: Head coverings of any kind, including but not limited to scarves, bandanas, masks, visors, kerchiefs, athletic sweatbands, hats, caps, or hoods may not be worn. A simple headband may be worn at the beginning of the hairline when needed to help hold hair in place. Headbands may be no more than 2 inches wide when lying flat on the head. At no time may a scarf, bandana, etc. be worn as a headband.

Approved coverings worn as part of a student's religious practice or belief, or otherwise approved by the administration, shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours.

Note: Please refer to the Board Student Dress Policy on student dress for further details and specifications.

Students are expected to arrive at school in uniform and remain in uniform through dismissal. Students who violate the uniform policy will receive a discipline referral and be subject to earning discipline behavior points. Violations of the uniform policy include wearing non-uniform items, wearing outerwear or not having on the appropriate uniform items. **Students will receive one discipline point per incident for wearing non-uniform clothing items. If a student is without a uniform, they will be issued two discipline points. If available a uniform shirt will be provided.** The "borrowed" clothing item must be returned at the end of the school day or the parent/guardian will be responsible for the full cost of the item. If a student refuses to wear the borrowed item they will either be issued an inside-school suspension or sent home for the day. If a student is issued a referral for uniform violations, the parent/guardian will be emailed or called, if necessary, by the classroom teacher. Please note that if a student accumulates seven discipline points, they will be issued a Wednesday Service Session (WSS) or Saturday Service Session (SSS). Items not authorized as part of the school uniform may be confiscated by the dean of students or by administration. On the first offense, students may retrieve such items at the end of the school day. On subsequent offenses, the parent/guardian may be required to come to school so that the non-uniform item can be returned to the parent/guardian.

Dress-down Restrictions

Dress-down opportunities may be allowed from time to time and will typically occur on 2 or more designated Fridays during the month. The option to dress-down should not detract from the formal educational setting at GEMS. If a dress down opportunity arises, all students must wear a wrist band with their name and date clearly displayed on their wrist. If a student does not have a dress-down wristband and is not in the proper uniform, the subject will be subject to disciplinary action as described above. Students must treat the wristband with care; if the wristband breaks or is lost, the student will be considered to be out of uniform. The following are not permitted for dress down passes or on dress down day:

- No leggings, jeggings, biker shorts or yoga pants.
- No excessively tight, revealing or inappropriate clothing including strapless dresses/shirts, ripped/torn jeans etc.
- No spaghetti straps.
- No tank or tube tops.
- No pajamas, lingerie or lounge pants.
- No shirts, apparel or accessories with guns, alcohol, cigarettes, or drugs.
- Shorts must be no more than four inches above the knee.
- No bare midriffs or backs.
- No cleavage.
- No sagging.

If a student fails to comply, they will be given an appropriate clothing item and issued a consequence or placed in ISS. If a student illegitimately obtains a dress down pass, they will be subject to administrative action which may include the inability to participate in future dress down days.

FINANCIAL OBLIGATIONS

- **GEMS only accepts checks or money orders, NO CASH, for payments on trips or other accountabilities (i.e., textbooks, damage to school property, etc.). Fundraisers may still use cash.**
- **Returned checks will incur an additional fee of \$25.00 and you will no longer be allowed to submit a personal check for payment.**

Failure to pay for damaged or lost books (including care of books, locks, supplies, etc.), borrowed uniforms, GEMS field trip balances or school equipment may result in:

1. Withholding of report cards.
2. Withholding of records and transcripts to be forwarded to the next grade, school or other system or post-secondary institution.
3. Returned checks will incur an additional fee of \$25.00 and you will no longer be allowed to submit a personal check for payment.
4. The inability to attend GEMS Experiences and/or non-curricular field trips until all accountabilities are paid in full.

Please note that any payments will be applied to all outstanding balances prior to being applied to upcoming trips.

FOOD

Food is to be eaten only in the cafeteria. STUDENTS ARE EXPECTED TO TAKE RESPONSIBILITY FOR CLEANING UP THEIR AREAS WHEN FINISHED EATING. Students are not allowed to order takeout food to be delivered to the school. Students wishing to bring in food as part of a celebration must make arrangements with administration or the dean of students at least one school day before the desired celebration date. Failure to do this may result in the denial of such a celebration. Any celebration, whether pre approved or not, that is deemed to be disturbing the cafeteria or other school setting may be stopped and food confiscated. Students will be allowed to carry water in a clear closed plastic container. Instructional settings such as the computer/science labs and other designated areas prohibit the consumption of water due to safety or equipment issues. Students failing to comply will be subject to loss of privileges.

GAMBLING

Gambling activities are prohibited and subject to disciplinary action, in accordance with the Board Student Discipline Policy.

LAVATORIES

During class periods and study halls, students must get a pass for the lavatories. Everyone should work to see that lavatories are kept clean and undamaged. Any student who feels ill must report to the nurse's office. Students who smoke, eat, loiter, or vandalize in the lavatories will face disciplinary action.

LEAVING SCHOOL GROUNDS

Any student who leaves school grounds for any reason during the school day, including lunch, without advance permission from an administrator or school nurse, is subject to Wednesday service or suspension and potential loss of school privileges including, but not limited to, parking privileges. Parental permission, by itself, is not sufficient to excuse a student from this penalty.

MORNING ARRIVAL

Students may be dropped off no earlier than 7:15 am and must be supervised by a staff member. When arriving to school in the morning, students should report to their designated areas immediately after getting breakfast until the first bell rings at 7:35 am. These areas include the cafeteria for grades 6 through 8 and an assigned classroom for grades 9-12. Students will have time to go to his/her locker when the bell rings to dismiss you to the first period.

PASSES/IDS

Students must have a pass signed by a staff member when traveling through the corridors during class time. Passes must be shown upon a staff member's request. Only one name should appear on a pass. Inappropriate use of passes may result in loss of privileges. Students are not permitted to leave the classroom during the first and last 5 minutes of class. This regulation will be strictly enforced. Students will be placed on pass restriction per administration for violating the hallway/pass regulations.

CELL PHONE/PERSONAL ELECTRONIC DEVICES

Students must at all times comply with the Board Student Technology Acceptable Use Guidelines. Failure to abide by these policies and guidelines may result in the loss of the privilege to use electronic devices in the school setting.

Middle School Students

For students in grades 6, 7 and 8, cell phones and other personal electronic devices (gaming devices, headphones, etc.) are strictly prohibited. If brought to school, they must be off and remain in a student's locker for the duration of the entire school and including during the lunch period. The first time that a student is found to be violating this policy, the electronic device (cell phone, etc.) will be confiscated by the principal or dean of students; the student may collect the device after the final bell. Subsequent violations of this policy will also result in the confiscation of the device and the device will only be returned to the parent/guardian.

High School Students

For students in grades 9, 10, 11, and 12, cell phones, iPods, iPads, laptops, hand-held video games, and other personal electronic devices of any size, including headphones MUST be turned off and in the student's locker EXCEPT during the following designated times/locations. Teachers may collect cell phones at the start of class.

- Before and after-school in the cafeteria
- During lunch in the cafeteria
- Headphones, or other listening devices are permitted in the classroom when the assignment requires it or during District-wide/school-wide testing as deemed by Central Office or Administration.
- Cellphones are not permitted in the hallways. headphones or other listening devices are not permitted at any time with exception of testing or other academic assignments. Phone calls or text messages from parents/guardians are not an exception to this rule.
- Failure to adhere to this policy will result in the student's electronic device/headphones being confiscated by a GEMS Teacher/Administrator/Staff Member and an automatic referral, resulting in one or more points on the Disciplinary Matrix. Repeated violation of this policy will result in additional disciplinary action.

In addition, the following rules are to be adhered to in regards to personal electronic devices/headphones:

- Any student bringing an electronic device to school or using the electronic device while in school takes full responsibility for his/her electronic device/ headphones. The school is not responsible for the security of the personal device and will not investigate if the item is missing or presumed stolen. Additionally, the school will not be financially responsible for the replacement of the device. Students bring the device(s) to school at their own risk.
- The school has a right to collect and examine any device(s) suspected of causing problems or was the source of an attack or viral infection.
- No access to the school network (including student/teacher drives or printers) will be provided. Students must not attempt to connect to the network or printers.
- The device is charged prior to bringing it to school and runs off its own battery while being used in the approved area. Charging is not to occur at school.

Violations of this policy may result in disciplinary action, in accordance with the Board Student Technology Acceptable Use Guidelines and Student Discipline Policy.

POSTERS

Any materials that students wish to display on the GEMS campus must receive prior approval by GEMS administration.

PROFANITY AND OBSCENITY

All students are responsible for their own language and behavior. All communications between students and adults are to be respectful while in school, on school grounds, or at school sponsored events. The use of verbal obscenities, swearing, possessing obscene materials, inappropriate language to each other, staff, or visitors may be subject to disciplinary action, in accordance with the Board Student Discipline Policy. Language used in any student-to-student or student-to-adult conversation should reflect respect and manners. Students failing to use appropriate language will be subject to a referral and further disciplinary action.

SCHOOL PROPERTY & LOCKERS

All textbooks are the property of the Town of Bloomfield and are to be given proper care. Covers must not be glued to the bindings of books. Each student is responsible for assigned books and is provided with a locker for the storage of books, coats, and other personal articles.

Every student will be required to use their locker for storage. Backpacks may not be carried in the building. Any student who abuses or damages a locker is subject to disciplinary action. Student lockers are school property and are subject to search by the school administration. THE SCHOOL CANNOT ACCEPT RESPONSIBILITY FOR LOST ITEMS.

SEARCH & SEIZURE In accordance with the Board Search and Seizure Policy, and state and federal law, a student and his/her effects, including locker, desk, other storage areas, and motor vehicle located on school property may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating the law or the rules of the school. The way the search is conducted should be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. The decision to search shall be made by the Principal or the Principal's designee. The search shall be made in the presence of at least one witness.

III. GENERAL INFORMATION

DANCES

School dances are sponsored for grades 6 through 12. Dances are for registered GEMS students in good standing. For designated dances, a GEMS student may bring one guest whose name must be registered and approved in advance with the Dean of Students.

Rules

1. No tickets will be sold at the door without the approval of the administration. All tickets must be bought by the close of lunch on the Friday immediately prior to the scheduled dance.
2. Names of guests and GEMS graduates who will attend must be registered in advance with the Dean of Students.
3. No student will be admitted without a ticket.
4. Once a student leaves the dance he/she will not be allowed to return and must leave the school grounds immediately.
5. Anyone using alcohol or drugs will face school disciplinary action in accordance with Board of Education policy and referral to their parents. Please note that the administration can and will use passive alcohol-screening devices as one means to assure compliance with this rule.
6. A dance is a continuation of school life. All rules for behavior listed in the student handbook will apply, including appropriate attire.
7. Students are expected to dance appropriately.

EMERGENCY CLOSING

In the event of the closing of school because of inclement weather or other emergency, announcements will be made over the television and radio stations between 6:00 a.m. and 7:45 a.m. Messages for school closings will also be sent through the School Messenger

FIELD TRIPS/GEMS EXPERIENCE GUIDELINES

General

All field trips for educational purposes must be sponsored by the school and approved by the principal. A student must bring in a signed field trip permission form signed by a parent or guardian as well as appropriate medical forms to participate in a field trip. Participation in field trips is contingent upon submission of forms on time and according to deadlines set. This allows the staff, the nurse, administration, etc. the time necessary to ensure that students may safely participate in all planned activities.

Academic Requirements

In addition, students are responsible for all work missed while attending a field trip, and they are expected to be prepared for the following day's classes. Students must remain in good academic standing. Students will be deemed ineligible with 2 or more D's or 1 or more F's. This will be determined using the "Y1" grade for year-long courses and "T1", "T2" or "T3" for semester courses. Students must have completed required exhibitions and performance tasks in order to travel as part of a GEMS Experience. Past failure(s) to complete either performance tasks or exhibitions may influence a student's ability to participate in such Experiences.

Behavioral Expectations and Requirements

During field trips all school rules will apply. In general, students with more than fourteen (14) disciplinary points on the matrix may be deemed ineligible to travel as part of GEMS Experiences. Failure to follow school and board policies will result in a student's inability to participate in an experience. There is also an expectation that students are able to follow directions; follow established school rules; and interact respectfully with other students, with school staff, and with other supporting adults. Students must also not have a history of verbally aggressive or physically aggressive behavior. A student that is unable to meet these expectations in the school environment may not be eligible to participate in field trips/experiences. If a student is deemed ineligible to participate in a domestic experience, they may be allowed to participate if they are successful in achieving the goals set forth in their Individualized Action Plan (IAP). All candidates will be subject to administrative review.

Criteria

1. Academic Standard
 - 2.0 GPA or higher
 - Cannot be failing any courses; cannot have two or more D's in any courses. College-level or on-line courses (Plato, etc.) are also reviewed to meet this requirement.
 - Meets all attendance requirements
 - No more than 10 unexcused absences for the year
 - Not deemed truant, habitually truant, or chronically absent.
2. Behavioral Standard
 - No more than 14 disciplinary points per the GEMS Discipline Matrix
 - Students must be able to follow directions, follow school rules, interact respectfully with staff and other students, and be trusted to make good decisions.

LOST AND FOUND

The cafeteria serves as the clearing house for lost and found articles. Articles of clothing are not retained for more than 30 days. Periodically, unclaimed articles of clothing are donated to charitable organizations. A lost and found collection receptacle for clothing is located near the main office. To view lost and found articles, please go to the front desk.

LUNCH PROGRAM

The cafeteria is provided for the convenience of our students. GEMS has a contract with the cafeteria to provide lunch for students who choose not to bring lunch from home. Students may not order food and/or have food delivered to the school during the regular school day. This is disruptive to the learning environment and will result in the food being confiscated until the end of the school day.

Students may either purchase lunch or bring their own lunch and purchase something to drink. STUDENTS MAY NEITHER LEAVE CAFETERIA TO EAT LUNCH NOR REMOVE FOOD/DRINK FROM THE CAFETERIA WITHOUT A PASS. Students are allowed to leave the cafeteria for the area immediately surrounding the building if they are members of the Gems Society. After eating, each student is required to deposit his/her own tray/refuse in the appropriate place. Students who fail to comply are subject to disciplinary action. Students are not to be in the cafeteria for more than their assigned lunch period.

The Bloomfield Board of Education has agreed to participate in the National School Lunch Program and the Special Milk Program and accepts responsibility for providing free or reduced price meals to eligible students in the school under its jurisdiction. In order to apply for the free or reduced price meals, students should request an application in the main office and return it to the main office. Students may apply for this program anytime during the school year. Any parent wishing to drop off lunch must first report to the main office.

SCHOOL SAFETY PLAN

The safety of our students and staff is paramount. For this reason, our school routinely practices safety drills that are unannounced. It is through practice that we can be most assured that students will be able to meet the expectations for each of these safety related situations.

Fire Drills

Each room in the school has been assigned a specific exit that is to be used during a fire drill or other emergency evacuation. Fire drills are held regularly as required by state law. Students must exit with their class and follow the procedures listed below:

- When the fire signal sounds, students should exit, leaving books, etc., in the room.
- Students will walk quietly and orderly with their class to their assigned exits.
- As students exit, they are to stay on the same side of the corridor on which their room is located.
- There is to be no talking so that verbal directions may be heard.
- Students are to remain with their classes during the emergency so that teachers can take attendance.
- Students are not allowed to use their cell phones or electronic devices during a lockdown, evacuation or fire drill.

Lockdown Drills

Certain situations may require that students and staff shelter in place. Students are expected to be quiet and strictly follow staff directions. Failure to follow staff instructions will be handled on a case-by-case basis.

STUDENT PARKING

Any student driving to school is subject to all CT DMV laws and restrictions and are required to register their vehicles at the front desk with the Security Guard. The student must fill out an application for permission to drive to school. (All essential information about the vehicle must be included.)

- The application must be signed by a parent or guardian.
- The student must provide a copy of current motor vehicle license and registration.
- The student must show proof that the vehicle is covered by insurance. (Proof of insurance must be in the form of a "Certificate of Insurance" which may be obtained at no cost from the insurance agent.)

Once approved, student drivers must:

- Park in the back parking lot and proceed directly from his/her car to school upon arrival
- Operate their vehicles with caution in the parking lot and while entering or leaving school grounds
- Abide by the 5 MPH speed limit on school grounds
- Lock cars when not in use (The school system is not responsible for any thefts or acts of vandalism committed on student vehicles parked on school property.)
- NOT drive through the parking lot when school buses are loading or unloading students
- NOT park cars diagonally across several parking spaces
- NOT go to a parked car or to the parking lot during the school day for any reason without written permission from an administrator

When students arrive in the morning, they must park and lock their cars and are not permitted to leave school grounds until dismissed for the day. Students in violation of the motor vehicle code will be referred to the Bloomfield Police Department for action and will lose their driving privileges for a pre-determined period of time. Note: Students under the age of 18 may not have passengers in their cars. Any violators will be subject to municipal and school administrative action.

PARENT -STUDENT CONTACT DURING THE SCHOOL DAY

It is not possible to relay routine messages to students during the school day. Students are encouraged to coordinate all plans and activities for the day before they arrive at school. Parents should not call students on cell phones during the school day as it is disruptive to the educational process. IN THE EVENT OF AN EMERGENCY, the parent should contact the front desk who will arrange for the student to receive the message. If a student needs to get in contact with their parent, they must use the phone at the front desk. **If a student receives a phone call from a parent, it will result in the confiscation of the cell phone.**

VISITORS

The Global Experience Magnet School welcomes any visitors who have legitimate business with the school. All guests and visitors must register at the front desk. Adult visitors should obtain a visitor's pass upon registering with the main office. This pass should be displayed visibly for the duration of the visit and returned to the office at its conclusion. Student visitors are not permitted during the school day without prior approval of an administrator. At least 24 hours prior approval is required before visitors will be allowed to visit his/her child's classroom while class is in session during the normal school day; such visits are at the discretion of the principal.

WORK

The school day ends for most students at 2:20 p.m. However, there are some individuals who incur additional obligations to the school and must remain after school to resolve these obligations. An after-school job is not considered an acceptable reason for failing to meet these school obligations. Students who hold after-school jobs are urged to remain attentive and to be responsible in school so that they will be able to leave at the regular dismissal time. Work is not an acceptable reason for special schedule arrangements.

IV. SUPPORT SERVICES

SCHOOL COUNSELOR

The School Counselor helps all students:

- Apply academic achievement strategies
- Manage emotions and apply interpersonal skills through short-term counseling
- Plan for postsecondary options (higher education, military, work force)

The School Counselor provides comprehensive and personalized programming to address students' academic, personal/social, and postsecondary goals. The School Counselor is available to help students and parents with any questions that might arise during the year concerning classes, educational plans, future occupational plans, or personal problems.

School Counselor: Mrs. Amanda Minicucci - (860) 769-6600 x3135, aminicucci@blmfld.org

SCHOOL SOCIAL WORKER

The School Social Worker helps all students by:

- Providing crisis intervention
- Developing intervention strategies to increase academic success
- Assisting with conflict resolution and anger management
- Assisting students in understanding and accepting self and others

The School Social Worker is a trained mental health professional who can assist students with mental health concerns, behavioral concerns, positive behavioral support, classroom support, consultations with teachers, parents, administrators, and provide individual and group counseling. The School Social Worker also collaborates with outside service providers to assist students in enhancing their overall emotional well-being.

School Social Worker: Ms. Chastity Chandler - (860) 769-6600 x3138, cchandler@blmfld.org

SCHOOL PSYCHOLOGIST

The School Psychologist applies their expertise in mental health, learning, and behavior to help students succeed academically, socially, behaviorally, and emotionally. The School Psychologist works with specific students who may qualify for special services and focuses on understanding their behavioral symptoms and/or academic difficulties via testing, researching, and assessing. The School Psychologist administers psychological tests, helps develop individualized education plans, and collaborates with teachers on modification techniques to aid in these students' success.

School Psychologist: (860) 769-6600 x3140

CONTACTING SUPPORT SERVICES TEAM

Students may initiate a conference with a member of the team by going to their offices before or after school to set up a meeting time. Post-secondary planning meetings can only be scheduled with the School Counselor by using the Calendly meeting request link posted in students' School Counseling Google Classrooms. The Support Services Team may also contact students for a conference or individual/group counseling during study halls or free periods. Anything said to a counselor will be held in confidence, unless the student shares that she/he might hurt her/himself or others. Parents are urged to make appointments via phone conference, video conference through Zoom or Google Meet, or in-person when questions or concerns develop. These appointments must be made in advance with at least one (1) day's notice.

V. HEALTH SERVICE INFORMATION

HOURS AND STUDENT ACCESS

The Nurse's Office is open from 7:30 am to 2:30pm on all regular school days. The Nurse's webpage is titled "Nurse's Office" and can be found under the larger heading of "Parent" on the school webpage. Downloadable medical forms are available under "Resources".

IMMUNIZATIONS, PHYSICAL EXAMINATIONS, SCREENINGS, MEDICATIONS AT SCHOOL

Please see the relevant Board policies for more information on these topics. Relevant policies have been included at the end of this Handbook.

YEARLY SCHOOL EMERGENCY MEDICAL CARDS

These cards will be sent home with your student at the start of the school year. The information on this form is important health and contact information to be shared with the school nurse and the office so that students can be cared for during illness or injury while at school. Parents are expected to update this information with the school nurse if any information provided changes throughout the school year. NO STUDENT WILL BE PERMITTED TO PARTICIPATE IN FIELD TRIPS WITHOUT THIS CARD BEING COMPLETE AND ON-FILE WITH THE SCHOOL NURSE.

ILLNESSES

If a student becomes ill while at school, he/she must report to the school nurse for evaluation. The school nurse will evaluate the student and make a determination if the student should be dismissed from school. Parents will be notified of the dismissal and are expected to provide transportation immediately. The school nurse or members of the professional staff may contact a physician or the 911/211 emergency services as deemed necessary. * PLEASE REFER TO THE DISTRICT STAY-AT-HOME GUIDELINES ON THE BLOOMFIELD WEB PAGE UNDER "PARENTS".

INJURIES

All accidents that occur at school or in route to or from school should be reported to the school nurse or office immediately. First aid for minor injuries is administered by the nurse or authorized school personnel. Emergency Medical Services (911) will be called for any serious injury or as deemed necessary by school personnel.

VI. MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES AND/OR GLYCOGEN STORAGE DISEASE

The Bloomfield Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Bloomfield Public Schools adopt the following guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools.

1. Identifying Students with Life-Threatening Food Allergies and/or Glycogen Storage Disease

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

2. Individualized Health Care Plans and Emergency Care Plans

- a. If the district obtains medical documentation that a child has a life-threatening food allergy or GSD, the district shall develop an individualized health care plan (IHCP) for the child. Each IHCP should contain information relevant to the child's participation in school activities, and should attempt to strike a balance between individual, school and community needs, while fostering normal development of the child.
- b. The IHCP should be developed by a group of individuals, which shall include the parents, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

- c. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with GSD, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:
 - a. classroom environment, including allergy free considerations, or allowing the student with GSD to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
- d. The IHCP should be reviewed annually, or whenever there is a change in the student's emergency care plan, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
- e. For a student with GSD, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with GSD on school grounds during the school day.
- f. In addition to the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:
 - a. The child's name and other identifying information, such as date of birth, grade and photo;
 - b. The child's specific allergy;
 - c. The child's signs and symptoms of an allergic reaction;
 - d. The medication, if any, or other treatment to be administered in the event of exposure;
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
- g. In addition to the IHCP, the district shall also develop an ECP for each child identified as having GSD. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD, the ECP should include the following information:
 - a. The child's name and other identifying information, such as date of birth, grade and photo;
 - b. Information about the disease or disease specific information (i.e. type of GSD);
 - c. The child's signs and symptoms of an adverse reaction (such as hypoglycemia);;

- d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glycogon)
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
- h. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.
 - i. A student identified as having a life-threatening food allergy or GSD is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or the Individuals with Disabilities Education Act ("IDEA").
 - j. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
 - k. Whenever appropriate, a student with a life-threatening food allergy and/or GSD should be referred to a Section 504 Team for consideration if/when there is reason to believe that the student has a physical or mental impairment that substantially limits one or more major life activities, as defined by Section 504. Whenever appropriate, students with life-threatening food allergies and/or GSD should be referred to a PPT for consideration of eligibility for special education and related services under the IDEA, if there is reason to suspect that the student has a qualifying disability and requires specialized instruction.
 - l. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

3. Training/Education

- a. The district shall provide appropriate education and training for school personnel regarding the management of students with life threatening food allergies and GSD. Such training may include an overview of life-threatening food allergies and GSD; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD, and what to do in the event of an emergency. Staff training and education will be coordinated by the school nurse. Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
- b. Each school within the district shall also provide age-appropriate information to students about food allergies and GSD, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

4. Prevention

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

Encouraging handwashing;

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

5. Communication

- a. As described above, the school nurse shall be responsible for coordinating the communication between parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition and/or GSD. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
- b. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
- c. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their child's classroom or school.
- d. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
- e. The district shall make the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease available on the Board's website.
- f. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

6. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy or GSD to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease.

VII. BLOOMFIELD BOARD OF EDUCATION POLICIES

Please note that included in this Student Handbook are excerpts from important Bloomfield Board of Education Policies and Administrative Regulations. We encourage families to review the complete policies and administrative regulations, which can be accessed through the Board's website <http://www.bloomfieldschools.org/cms/One.aspx?portalId=86878&pageId=221846> or by obtaining a hardcopy from the school's main office.

NOTIFICATION REGARDING STUDENT ATTENDANCE

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child sixteen or seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

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

Please provide contact information and return the completed form, signed and dated to the principal of your child's school.

For purposes of this policy "Absence" means a day when a student in grades kindergarten through 12 is absent from an entire day or class or school or without parental permission. A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent

An "Excused absence" shall include absences from school, for absences one through nine, and appropriate documentation is provided by the student's parent/guardian approving the absence, due to:

- A. Illness or injury (with doctor's verification after the tenth absence and all absences thereafter.)
- B. Death in the family
- C. Religious holidays
- D. Court appearances
- E. School sponsored activities
- F. Lack of transportation that is normally provided by a district other than the one the students attends, (This reason does not require documentation.)
- G. An emergency, or
- H. Limited absence from school for special activities or extraordinary educational opportunities with parental consent, subject to the advance approval of the Principal or his/her designee, in accordance with SDE guidelines

For the tenth absence and all others thereafter, the same reasons cited above shall constitute "excused" absences. Documentation by a medical professional is required for illness, regardless of the length of the absence.

The administration will determine whether absences are excused or unexcused. The school does not consider all absences from class or school which have been explained by parents to be excused. However, for purposes of the reporting of truancy to the SDE, the state approved definitions of "excused" and "unexcused" absences will be used. The District is not precluded from using separate definitions on such absences for its internal uses.

Students who have been absent from school must turn in a note from a parent or have a parent call to explain the student's absence if it is to be considered excused, otherwise it will be treated as an unexcused.

An "Unexcused Absence" is an absence from any entire regularly scheduled school day for which the absence is not excused as defined above. A student's absence shall be considered unexcused unless the absence meets the definition of an excused absence, listed above, including the fulfillment of the documentation requirements, or if an absence is the result of school or District disciplinary action.

DRESS CODE

In order to maintain an environment conducive to the educational process, the Board of Education prohibits the following from wear during the academic school day at all schools:

- a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Clothing or outer wear shall not be worn, carried or kept in the classroom during regular school hours.
- b. Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.
- c. Items a. and b. above, must be secured in the student's locker before school starts. Items not stored will be confiscated by the Principal.
- d. Footwear which mars floors or is a safety hazard.
- e. Sunglasses, whether worn or carried.
- f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.
- g. Spiked or studded bracelets, chains, chain wallets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- h. Attire or accessories which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words."
- i. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- j. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.
- k. See-through clothing, tank tops or sleeveless shirts.
- l. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.
- m. Pants that do not remain at the hips or above at all times.
- n. Pants and shirts that are not properly sized.
- o. Pajama pants/nightwear.

K-8 Requirements

Uniforms are mandatory for all students enrolled in the Bloomfield Public Schools in kindergarten up to and including grade 8. The designated uniform shall be as follows:

- a. Tops: Short- or long-sleeved collared (polo) shirts in either white or the designated color for the individual school the student attends. Shirts must be tucked into skirts or pants. Shirts with each school's logo may be purchased through the school, but shall not be required.
- b. Bottoms:
 - i) For boys and girls: casual or dress pants sized to fit the student, of twill or corduroy, in solid khaki, navy or black only. All other types of pants, including but not limited to jeans, overalls, sweatpants, velour or other athletic pants, and tight fitting or sagging pants, are not permitted. From May through the end of October, students may wear shorts sized to fit the student, of twill or corduroy, in solid khaki, navy or black only.
 - ii) For girls: skirts or jumpers that are not more than 3" above the middle of the knee (front and back), sized to fit the student, of twill or corduroy, in solid khaki, navy or black only, may be worn. Tight fitting skirts and/or jumpers are not permitted.
- c. Footwear: Dress shoes, sneakers or low cut boots only. Open toed shoes are not permitted.
- d. Sweaters: Khaki, navy, black or school colors. No sweatshirts.
- e. Exceptions for Physical Education classes and recess will be addressed in the student handbook by each school.

High School Requirements

- a. Pants – Pants must be appropriately fitted at the waist and belted. Tan, navy blue or black pants are acceptable. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages will be allowed on pants or shorts.
- b. Shorts – Shorts must be appropriately fitted at the waist and belted. Tan, navy blue or black shorts are acceptable. Shorts can be no more than 3 inches above the middle of the knee (front and back).
- c. Shirt – Shirts may be button down Oxford style shirt or Polo shirt. Shirts can be short or long sleeve. White or light blue are acceptable colors. Shirts must be tucked into the pants. Shirts with the Bloomfield High School logo may be purchased through the school store but shall not be required.
- d. Skorts – For girls: Only skorts purchased through designated uniform company will be accepted. Acceptable colors are tan, navy blue and black. Skorts can be no more than 3 inches above the middle of the knee (front and back).

Optional Accessories:

- a. Sweaters/Vests – Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan. No patterns including argyles. Sweaters/vests can include cardigans, V-neck sweaters, pullovers or zippered varieties. No fleece garments or sweatshirts allowed.
- b. Undershirts – Considered garments worn under the uniform shirts. These can be long or short sleeved. These shirts can be crewneck, V-necked, collared or turtleneck. Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan.
- c. No sweatshirts or hoodies will be permissible.

HOMEWORK POLICY—PHILOSOPHY

It is the policy of the Board of Education to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board of Education that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

HOMEWORK POLICY – GUIDELINES

Homework provides a formal structure for students to continue to grow academically beyond the classroom. Homework is intended to 1) provide students with additional practice and reinforcement of skills introduced in class; 2) prepare students for upcoming lessons; and 3) enable students to use abstract thinking to transfer skills and ideas to new situations. Please see the full Bloomfield Board of Education Homework Administrative Regulations for a full list of the homework guidelines.

NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) FOR ELEMENTARY AND SECONDARY INSTITUTIONS

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

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

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

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

Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents or an eligible student should write the school principal or appropriate school official, clearly identifying the part of the record the parents or eligible student want changed, and specify why they believe it is inaccurate or misleading, or otherwise violates the student's privacy rights.

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

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

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

Contractors, consultants, volunteers, and other parties to whom a school has out sourced services or functions are considered “school officials” who may have access to student records, without consent, subject to following conditions:

- The party is under the direct control of the school.
- The party is subject to the same conditions governing the use and redisclosure of education records applicable to other school officials.
- The contractor must ensure that only individuals with legitimate educational interests, as determined by the district or school, obtain access to the education records. The contractor may not redisclose personally identifiable information without consent unless the District or school has authorized the redisclosure under a FERPA exception and the district or school records the subsequent disclosure.

Upon request, the District will disclose a student’s education record without consent to officials of another school district or charter school or institution of postsecondary education in which the student seeks or intends to enroll or where the student is already enrolled, if the disclosure is for purposes related to the student’s enrollment or transfer. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.).

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

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

- (5) The District has determined that the following information regarding the District’s students is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parental consent. If a parent, guardian, person acting as a student’s parent in the absence of a parent or guardian, or the student (if 18 or older), does not want the District to release the information listed below, they must notify the District in writing within two weeks of receiving this notice of the information they do not want released.

The following information may be released without obtaining parental consent:

Student’s name, parent’s name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible, activities thereof (e.g. artistic performances sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

A student’s ID number or otherwise unique personal identifier displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user’s identity, such as a PIN, password, or other factors known only to the authorized user.

- (6) Pursuant to federal law, military recruiters and institutions of higher learning may request and receive the names, addresses and telephone numbers of all high school students, unless their parents or guardians notify the school not to release this information. Please notify the District in writing if you do not want this information released.
- (7) Personally identifiable information in the student’s records may be released to authorized representatives of the Attorney General of the United States, the U.S. Secretary of Education, or State and local educational authorities such as the Connecticut Department of Education in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs, and to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- (8) Schools may release information received under a community notification program concerning a student who is required to register as a sex offender in the State, with consent.
- (9) Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible student, FERPA regulations require the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.
- (10) Information may be disclosed from the education records of a student without obtaining prior written consent of the parents or the eligible student in the following situations:
- a. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
 - b. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
 - c. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
 - d. To accrediting organizations to carry out their accrediting functions.
 - e. To parents of an eligible student if the student is a dependent for IRS tax purposes.
 - f. To comply with a judicial order or lawfully issued subpoena.
 - g. To appropriate officials in connection with a health or safety emergency.
 - h. Information the school has designated as "directory information."
 - i. To child welfare agencies, or tribal organizations that are legally responsible for the care and protection of students, including the educational stability of children in foster care.

HEALTH ASSESSMENTS AND IMMUNIZATIONS

I. Assessments

The Bloomfield Board of Education requires each student enrolled in the Bloomfield Public Schools to have health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, or the school medical advisor. The Board of Education will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations made be denied continued attendance in the Bloomfield Public Schools.

II. Assessments Required

Prior to enrollment in the Bloomfield Public Schools, each student must undergo a health assessment, which shall include:

(a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and, a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and

(b) an updating of immunizations as required by state law;

(c) vision, hearing, speech and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

Each student enrolled in the Bloomfield Public Schools in grade six and in grade ten must undergo a health assessment, which shall include:

(a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;

(b) an updating of immunizations as required by state law;

(c) vision, hearing, postural and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade six and grade ten assessments shall also include tests for tuberculosis, and sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program. To view the full Health Assessment/Screenings policy please visit the District's website.

STUDENT TECHNOLOGY ACCEPTABLE USE GUIDELINES

Introduction

It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces, higher education and other real- life settings. The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

The Board of Education and the Administration are pleased to offer students access to the district's computers and computer networks and the Internet (which will be referred to collectively as "computer systems".) We believe in the educational value of such computer systems and recognize their potential to support our curriculum by expanding resources available for staff and student use. We also believe that students need to be proficient users of information, media, and technology to succeed in a digital world. Therefore, the Bloomfield school district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways.

As the property of the district these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, access to the computer systems is a privilege, and not a right. Students will be required to adhere to a set of policies and procedures, as set forth in detail below. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

Monitoring

Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner, at all times in accordance with district standards, and state and federal laws.

It is important that students and parents understand that the district, as the owner of the computer systems, reserves the right to monitor and review the use of these computer systems. As part of monitoring and reviewing process, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords can be bypassed for these purposes. The district's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes oversight of Internet site access and of document downloading and printing.

Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these computer systems.

Student Conduct

Students are permitted to use the district's computer systems for legitimate educational purposes. Personal use of district computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to:

- a) Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- b) Gaining or seeking to gain unauthorized access to computer systems;
- c) Damaging computers, computer files, computer systems or computer networks;
- d) Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;
- e) Using another person's password under any circumstances;
- f) Trespassing in or tampering with any other person's folders, work or files;
- g) Sending any message that breaches the district's confidentiality requirements, or the confidentiality of students;
- h) Using computer systems for any personal purpose, or in a manner that interferes with the district's educational programs;
- i) Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors, as defined below;
- j) Accessing or attempting to access web sites blocked by the district using anonymous proxies or any other method that circumvents district security.
- k) Transmitting or receiving e-mail communications or accessing information on the Internet for non-educational purposes.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of these computer system, or has a question regarding the proper use of these computer systems, should report this to his or her teacher or principal immediately. Most importantly, the Board and the Administration urge any student who receives any harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message.

Internet Safety

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes

Definitions

Obscene – means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sex act and c) taken as a whole, does not have serious literary, artistic, political or scientific value. For the purposes of this section, "prohibited sex act" means erotic fondling, nude performance, sexual excitement, sadomasochistic abuse, masturbation or sexual intercourse.

Child pornography – means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where a) the production of such visual depiction involves the use of a minor engaging in sexual explicit conduct; b) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct; c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Harmful to minors – any picture, image, graphic image file, or other visual depiction that: a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the district's computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the district staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Director of Technology or designated representatives.

School staff will provide age-appropriate training for students who use the district's Internet access. The training provided will be designed to promote our commitment to:

- A. The standards and acceptable use of Internet services as set forth in the policy Regarding Student Use of The District's Computer Systems and Internet Safety, Bullying Behavior in School policy and Safe-School Climate plan;
- B. Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking web sites, and in chat rooms; and
 - c. cyber bullying awareness and response.
- C. Compliance with the E-rate requirements of the Children's Internet Protection Act

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

PROHIBITION ON TOBACCO DRUGS AND ALCOHOL

THE BLOOMFIELD BOARD OF EDUCATION DOES NOT CONDONE THE USE OF TOBACCO, DRUGS, OR ALCOHOL. The following represents a summary of the Board of Education policy on the use of tobacco, tobacco products, drugs and alcohol. There shall be no smoking or use of tobacco products; there shall be **no** use, possession or distribution of drugs or alcohol:

- on school property
- on transportation provided by the Board of Education
- during the course of any trip or activity sponsored by the Board of Education or under the supervision of the Board or its authorized agents.

To view the policy in its entirety please visit the Bloomfield Board of Education website.

PROHIBITION ON SMOKING

The Bloomfield Board of Education prohibits all smoking and use of electronic cigarette and/or vapor devices on the real property of any school or administrative office building or at any school-sponsored activity. Real property means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office building and includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields and parking lots. As defined by Conn. Gen. Stat. § 10-233a(h), a school-sponsored activity "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property."

VISITOR ACCESS TO BUILDINGS

Bloomfield Public Schools welcomes visitors to our schools. To keep our buildings safe, to make the visit productive and to avoid disruption to the educational process, the administration has developed the following regulations. A visitor is defined as any person not in the employ of Bloomfield Public Schools. The regulations apply to all visitors.

These regulations are necessary because:

- The threat of outsiders coming into schools to harm and/or kidnap students and staff is very real;
- School emergency procedures require that administrators verify the safety and whereabouts of all the persons in the building at the time of the crisis; and
- Uninterrupted instructional time is critical for student achievement.

The administration requests that all visitors abide by these regulations so that our students and staff can work in a safe environment that is conducive to learning.

1. When entering a school, sign in at the reception desk or school office. When exiting a school, sign out at the reception desk or school office.
2. Obtain and wear a visitor's badge/tag at all times inside the school building.
3. Visitors must go to and return from their stated destination in the building. If it is necessary to move to another part of the building, the visitor must return to the sign-in area and indicate his/her new destination.
4. **To visit a classroom, please contact the teacher at least one day in advance.** Volunteers who have arranged a regular schedule of assistance with the teacher are exempt from this regulation.
5. To drop off an item for a student, give it to the secretary. She will take the item, label it, store it securely and confidentially, and call the student down to the office between classes to pick it up.
6. To speak with a student, give the message to the secretary who will relay it confidentially to the student.
7. To speak over the telephone with a teacher, call the school. The secretary will contact the teacher only if the teacher is not in class. **If the teacher is in class, the secretary will take a message and give it to the teacher and/or, where available, transfer the call to the teacher's voice mail.**
8. If the visitor or caller has an emergency or crisis situation, the secretary will immediately contact an administrator to assist the visitor/caller.

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

BLOOMFIELD PUBLIC SCHOOLS

NOTICE OF PARENT/STUDENT RIGHTS

UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

- A. To be informed of your rights under Section 504;
- B. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school;
- C. To be notified with respect to the identification, evaluation, and placement of your child;
- D. For your child to be evaluated fairly;
- E. If your child is eligible for services under Section 504, for your child to receive accommodations, modifications, and related services that will meet the child's needs as well as the needs of students without disabilities are met;
- F. For your child to be educated with peers who do not have disabilities as much as possible;
- G. To review and obtain copies of our child's educational records;
- H. To request changes in the educational program of your child;
- I. To an impartial hearing if you disagree with the school district's decisions regarding your child's educational program. The costs for this hearing are borne by the local school district. You and the student may take part in the hearing and have an attorney represent you at your expense;
- J. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
- K. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of a student.

To file a formal complaint with the U.S. Department of Education, Office for Civil Rights, the Section 504 Coordinator for this district is:

Wendy Shepard-Banish
Director of Student Support Services
Bloomfield Board of Education
Bloomfield, CT 06002
Telephone: 860-769-4262

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491
Telephone: (617) 289-0111
Email: OCR.Boston@ed.gov

U.S. Department of Education
Office for Civil Rights
330 C Street, S.W.
Washington, DC 20202
Telephone: 1-800-421-3481

Connecticut State Department of Education
Bureau of Special Education and Pupil Services
P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 807-2030

Low Cost Legal Services
Greater Hartford Legal Assistance
80 Jefferson Street
Hartford, CT 06106
Telephone: (860) 541-5000

STUDENT DISCIPLINE

A. Conduct on School Grounds or at a School-Sponsored Activity:

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. Conduct off School Grounds:

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and in violation of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.
2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any pistol or revolver, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade

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

Conduct which may lead to disciplinary action (including, but not limited to, suspension and/or expulsion) includes conduct on school grounds or at a school sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s).
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages). For the purposes of this Paragraph 13, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above.
15. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
16. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend service session.
17. Trespassing on school grounds while on out-of-school suspension or expulsion.
18. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

20. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
22. Leaving school grounds, school transportation or a school sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Possession and/or use of a radio, walkman, beeper, paging device, cellular telephone, walkie talkie or similar electronic device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized purposes.
26. Possession and/or use of a laser pointer.
27. Hazing.
28. Bullying, defined as any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student which acts are repeated against the student over time.
29. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.
30. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

POLICY REGARDING POSSESSION OF DEADLY WEAPONS ON SCHOOL GROUNDS

I. Definitions:

- A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- C. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a.
- D. **Peace Officer** means a state police officer, a member of the local police department, an inspector in the state Division of Criminal Justice, a sheriff, deputy sheriff or special deputy sheriff, a conservation officer or special conservation officer, a constable who performs criminal law enforcement duties, a special policeman, an adult probation officer, a Department of Correction official authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, an investigator in the investigations unit of the Office of the State Treasurer, or any special agent of the federal government. Conn. Gen. Stat. § 53a-3 (9).

II. Prohibition of Deadly Weapons

In accordance with Conn. Gen. Stat. § 53a-217b, the possession of a deadly weapon on the real property of any school or administrative office building in this district, or at a school-sponsored activity, is prohibited.

III. Mandatory Exception

Persons in lawful possession of a deadly weapon may bring the weapon on the real property of any school or administrative office building in this district, or to a school sponsored activity if: the person is a peace officer engaged in the performance of his or her official duties.

IV. Permissive Exceptions

Persons in lawful possession of a deadly weapon may bring the weapon on the real property of any school or administrative office building in this district, or to a school sponsored activity if:

- A. The person brings the weapon on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials, the person gives notice of his/her intention to bring such weapon on to the real property of any school or administrative office building or to a school-sponsored activity, and the person receives prior permission from school officials to bring such a weapon onto the real property of the school or administrative office building or to a school sponsored activity.
- B. The person possesses the weapon on the real property of any school or administrative office building or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.
- C. The person crosses school property in order to gain access to public or private lands open to hunting or for other lawful purposes, the person's weapon is not loaded and the Board of Education has not prohibited such person's entry.

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such weapon, will be reported to the local police authorities once school officials become aware of its possession. Students will also be subject to the Board's Student Discipline Policy.
- B. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

BLOOMFIELD PUBLIC SCHOOLS DEPARTMENT OF STUDENT SUPPORT SERVICES (SSS)

It is the commitment of the Office of Student Support Services (OSSS) to ensure that all students possess the academic skills needed to lead, contribute and learn throughout life in a global society by:

- collaborating with the community;
- meeting students' unique needs; and
- helping students realize their potential.

The OSSS promotes inclusive practices and offers a continuum of services that provide every student, regardless of ability, the opportunity to participate in a rigorous and meaningful curriculum in order to achieve maximum post-secondary education and employment outcomes. The OSSS is led by Wendy Shepard-Bannish, Director, who supervises the provision of specialized services from both certified and non-certified staff. Certified staff includes Special Education Teachers, Psychologists, Social Workers, Nurses, Guidance Counselors, and Speech Pathologists. The non-certified staff includes the Occupational Therapist, Physical Therapist, Behavior Analyst, Applied Behavior Analyst Assistants, Special Education Instructional Assistants, and the OSSS Executive Administrative Assistant.

Under the Child Find provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Americans with Disabilities Amended Act (ADAA), the Bloomfield Board of Education (BOE) is responsible for locating, identifying and evaluating children ages 3-21 who require specialized instruction and related services. In addition, the Bloomfield BOE is responsible for providing a free, appropriate public education (FAPE) in the Least Restrictive Environment (LRE) to the maximum extent possible for all students with disabilities ages 3-21 who are enrolled in a public school.

The Office of Student Support Services oversees special education, 504 services, homeless transportation, and any student placed in an out-of-district setting. Other major responsibilities include student programming, grant writing, staff evaluation, state reporting, accounts management, attending Planning and Placement Team meetings, consultation with other central office and building administrators, parents, outside agencies, budgeting, and professional development. The Office of Student Support Services Department acts as the district's Keeper of Records, 504 Coordinator, and is the district's Homeless Liaison.

SAFE SCHOOL CLIMATE PLAN

Purpose/Priority Statement

The Bloomfield District is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and teen dating violence. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and teen dating violence and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The following plan, "The Bloomfield Public Schools Safe School Climate Plan (Plan)," addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits bullying and teen dating violence (a) 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

II. Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to 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. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

“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.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“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.

“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.

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

“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.

“School employee” means (a) 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 (b) 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.

“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.

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying and teen dating violence shall be publicized by including the following statement in the student handbook of each of the district schools:

"Bullying behavior and teen dating violence by any student in the Bloomfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means 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 a physical act or gesture by one or more students repeatedly directed at another student attending school in the same 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, verbal 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, gender identity, or physical mental, 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.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- 1. creates a hostile environment at school for the victim,
- 2. infringes on the rights of the victim at school, or
- 3. substantially disrupts the education process or the orderly operation of a school,

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy #5131.911 sets forth this prohibition and the related procedures in detail, and is available to students and their parents/guardians upon request.

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or teen dating violence or if witnessing acts of bullying or teen dating violence to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator:

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

- 1. Implement the District's safe school climate plan;
- 2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
- 3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
- 4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.
- 5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually, at the beginning of the school year, in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying or teen dating violence. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying or teen dating violence by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint.

Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying or teen dating violence shall promptly 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 employee witnesses or receives a report of bullying or teen dating violence. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying or teen dating violence shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

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

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying or teen dating violence received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan. All such complaints shall be investigated promptly. Prompt notice must be provided to the parents/guardians of the person bullied or the target student of teen dating violence and the student alleged to have committed the act of bullying or teen dating violence that such investigation has begun. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied or teen dating violence must complete a consent form that allows the District to release that student's name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied or teen dating violence must complete the above-referenced consent form so long as that student has not requested anonymity.

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

The school shall notify parents or guardians of all students involved in a verified act of bullying or teen dating violence not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying or teen dating violence.

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

2. Remedial Actions

Verified acts of bullying or teen dating violence shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the target student and to assure that the prohibition against bullying behavior or teen dating violence is enforced, with the goal that any such bullying behavior or teen dating violence will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the target student and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (Service Session, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board’s prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board’s prohibition against bullying and teen dating violence.

a. Non-disciplinary Interventions

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

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

In any instance in which bullying or teen dating violence is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying or teen dating violence, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student’s safety and to prevent further acts of bullying or teen dating violence. The meeting of parents/guardians of the target student or the target student of teen dating violence and the student committing the bullying or teen dating violence shall be separate and distinct from each other.

b. Disciplinary Interventions

When acts of bullying and teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

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

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

c. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying or teen dating violence against a single individual. Intervention strategies for a target student or student against whom teen dating violence was directed may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying or teen dating violence situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other District actions may ameliorate any potential problem with bullying or teen dating violence in school or at school-sponsored activities.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying or teen dating violence, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying or teen dating violence. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School Climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School Climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school.
For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security plan and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- e. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the target student, or student who commits teen dating violence, parents and school employees. Such interventions with the target child or target student of teen dating violence may include referrals to a school counselor, psychologist, or other appropriate social or mental health services, and periodic follow-up by the safe school climate specialist with the bullied child;

- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/target student and teen dating perpetrator/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of target students and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- q. Utilizing a culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying or teen dating violence by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying or teen dating violence (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings.

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying or teen dating violence against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the target student of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying or teen dating violence. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the target student, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying or teen dating violence was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the target student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying/Teen Dating Violence

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and maintain a list of the number of verified acts of bullying and teen dating violence in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying or teen dating violence involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying or teen dating violence shall be tallied as one verified act of bullying or teen dating violence unless the specific actions that are the subject of the report involve separate and distinct acts of bullying or teen dating violence. The list shall be limited to the number of such verified acts of bullying or teen dating violence in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying or teen dating violence, provides information during an investigation of an act of bullying or teen dating violence, or witnesses or has reliable information about bullying or teen dating violence is prohibited.

The continuation and perpetuation of bullying or teen dating violence of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying or teen dating violence, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, teen dating violence, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the target's sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, teen dating violence, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the target student and/or to protect the target student from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target student; and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target student; and altering the alleged perpetrator's schedule and access to the target student. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying, teen dating violence or retaliation; a student who has reported bullying, teen dating violence or retaliation; a student who has witnessed bullying, teen dating violence or retaliation; a student who provides information during an investigation; or a student who has reliable information about a reported act of bullying, teen dating violence or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School Climate Specialist or designee will contact the target student to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying or teen dating violence constitute criminal conduct.

VII. Training Requirements for School Staff

A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying, and teen dating violence and the prevention of and response to youth suicide.

B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying, teen dating violence and the prevention of and response to youth suicide.

C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:

1. Developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside the school setting,
2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,
3. Information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed, and witnesses of such acts of bullying and teen dating violence,
4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting,
5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, as amended, or
6. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.

B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the State Department of Education.

C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the State Department of Education.

B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

C. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the target student, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI. Relationship to Other Laws

A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the "Plan" prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

B. In addition, nothing in the "Plan" is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the "Plan" covers the behavior.

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

BULLYING INTERVENTIONS

Action Steps for School Administrators

- Immediately intervene in all bullying and teen dating violence incidents.
- Involve parents of bullies and target students of bullying and teen dating violence where appropriate.
- Form “friendship groups” or other supports for students who are target students of bullying.
- Involve school counselors or mental health professionals, where appropriate.
- Assess the awareness and the scope of the bullying and teen dating violence problems at your school through student and staff surveys.
- Closely supervise students on the playing fields and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and teen dating violence and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
- Encourage parent participation by establishing on-campus parent’s centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying and teen dating violence incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying and teen dating violence. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying and teen dating violence.
- Develop strategies to reward students for positive, inclusive behavior.
- Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and teen dating violence and enlist their support in defining bullying and teen dating violence as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not look the other way when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and teen dating violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/target student confrontation or teen dating violence.
- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying or teen dating violence is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully or perpetrator of teen dating violence, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both target students and bullies and perpetrator of teen dating violence when a confrontation occurs, and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims and victims of teen dating violence, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule information and plans for the school day.
- Listen receptively to parents who report bullying and teen dating violence and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between target students and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or the target of teen dating violence or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/teen dating violence victimization incidents to school personnel;
- speak up and/or offer support to the target student when they see him/her being bullied or victimized, for example, picking up the target student's books and handing them to him or her;
- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situations either single handedly or in a group - for example, by taking the bully aside and asking him/her to "cool it."

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/teen dating victim conflict is to foster their child's confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child's social skills. Respect is a basic right. All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the perpetrator's behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a perpetrator. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child's experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child. They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child's version of the incident, making it harder for the perpetrator or the perpetrator's parents to deny its authenticity.
- While it is often important to talk with the perpetrator or his/her parents, be careful in your approach. Speaking directly to the perpetrator may signal to the individual that your child is a weakling. Speaking with the parents of a perpetrator of bullying or teen dating violence may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to "standing up for oneself." Bullying Interventions
- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully's behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self-esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying and teen dating violence.
- If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials. Bullying, acts of bullying or teen dating violence should not be tolerated in the school or the community. Students should not have to tolerate bullying or teen dating violence at school any more than adults would tolerate such situations at work.

Disciplinary Sanctions for Bullying, Harassment, Discrimination and Retaliation

The following has been adapted from the Policy on Bullying.

Disciplinary Policy Regarding Civil Rights Issues

The District prohibits all forms of discrimination and harassment, as defined below, based on the following protected categories: race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The District also prohibits bullying and teen dating violence, as defined below.

The District will not tolerate retaliation against persons who take action consistent with this disciplinary policy. The prohibition against bullying, teen dating violence, discrimination, harassment and retaliation applies to all students on all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities, school-related transportation and in production and work-based learning sites.

The District may also take appropriate disciplinary and corrective action for misuse of electronic devices or technology where it occurs on campus or if it takes place off campus if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

Reports or complaints of bullying, teen dating violence, discrimination, harassment or retaliation will be investigated.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Retaliation

Disciplinary sanctions and corrective actions may include, but are not limited to one or more of the following:

1. a written warning;
2. classroom or school transfer;
3. short-term or long-term suspension;
4. exclusion or expulsion;
5. exclusion from participation in school-sponsored functions, after school programs and/or extracurricular activities;
6. limiting or denying student access to a part or area of a school;
7. parent conferences;
8. adult supervision on school premises;
9. a voluntary apology to the victim;
10. awareness training (to help student perpetrators understand the impact of their behavior);
11. participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs;
12. mandatory counseling; and/or
13. any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code.

Protection Against Retaliation

The District will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of the bullying policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including long-term suspension, exclusion or expulsion.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

1. complying with the Policy on bullying and teen dating violence;
2. ensuring that (s)he does not discriminate against another or harass another person because of that person's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws;
3. ensuring that (s)he does not bully another person; and
4. ensuring that (s)he does not retaliate against any other person.

ANNUAL BULLYING NOTICE

Bullying behavior by any student in the Bloomfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means 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 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, verbal 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 physical, mental, 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.

Teen dating violence means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

Students who engage in any act of bullying or teen dating violence, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying or teen dating violence behavior will be promptly reviewed. If acts of bullying or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

POLICY 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 is prohibited, 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 this policy shall be subject to disciplinary action. The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

I. Definitions

Sex discrimination occurs when a person, because of his or her gender, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: While it is difficult to define sexual harassment precisely, it includes any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to or rejection of such conduct by an individual is used and/or threatened to be used as a basis for making any educational decision affecting a student; or
2. such conduct is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment.

Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:

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, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene comments, invitations, letters, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

II. Procedure

It is the express policy of the board of education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent possible. The district will not tolerate any reprisals or retaliation that occurs as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The Title IX coordinator for the district is: Assistant Superintendent of Schools Telephone: (860) 769-4200

NOTIFICATION CONCERNING ASBESTOS MANAGEMENT PLANS - PARENTS/TEACHERS

The Bloomfield Public Schools, in accordance with federal law, 40 CFR Part 763.93, Asbestos Hazard Emergency Response Act (AHERA), has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto.. These Management Plans are updated on a bi-annual basis by an independent asbestos consultant. The results of the inspections are available for review by parents, teachers, and employee organizations. For those interested in reviewing the plans, please contact the Board of Education at (860) 769-4241 to set up an appointment.

INSTRUCTION ON ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). Parent(s) or guardian(s) who wish to exempt their children from AIDS education may do so by submitting a written request to the Superintendent of Schools.

NONDISCRIMINATION

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, gender identity or expression, marital status, age, or disability, subject to the conditions and limitations established by law.

PESTICIDE APPLICATION POLICY

It is the policy of the Bloomfield Board of Education to implement an integrated pest management plan that uses available pest control techniques to reduce the amounts of pesticides applied in any building, or the grounds of any of its schools by using alternative methods of pest control, that may include structural maintenance, proper sanitation practices, appropriate solid waste management and alternative mechanical or biological control, along with pesticides.

The decision to apply pesticide in any building, or the grounds of any of Bloomfield's Public Schools is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any of the Bloomfield Public Schools during regular school hours or during planned activities at any school except as provided by Connecticut statute or regulation. In addition, no lawn care pesticide shall be applied at any school attended by students in grade 8 or lower, except for applications to playing fields made pursuant to the Board's integrated pest management plan.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Board may make an emergency application of pesticide without prior notice to parents or guardians of children in any school and/or staff members in the event of an immediate threat to human health, subject to the notice provisions of applicable Connecticut statutory and regulatory provisions.

**Any questions concerning the program can be direct to:
Director of Facilities, 1133 Blue Hills Avenue, Bloomfield, CT 06002
Phone: 860-769-4224, Fax: 860-769-4235**

GREEN CLEANING PROGRAM IN SCHOOLS (CT PUBLIC ACT 09-81)

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Bloomfield Public Schools is committed to the implementation of this law by providing the staff and, upon request the parents and guardians of each child enrolled in each school with a written statement of the school districts green cleaning program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: Green Seal or Eco Logo
2. No person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on attachment "A"
4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school districts program as stated in the new law;

"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff. Any questions concerning the program can be direct to;

Director of Facilities, 1133 Blue Hills Avenue, Bloomfield, CT 06002

Phone: 860-769-4220, Fax: 860-769-4235

PRODUCT/TYPE	NAME	MANUFACTURER	LOCATION /AREA	FREQUENCY / SCHEDULE
All Purpose Cleaner	Green Solutions All Purpose Cleaner 101	Spartan Chemical Company	District wide	D
Neutral Disinfectant Cleaner	Green Solutions Neutral Disinfectant Cleaner 106	Spartan Chemical Company	District wide	D
Glass Cleaner	Bio-Renewables Glass Cleaner	Spartan Chemical Company	District wide	D
Graffiti Remover	Bio-Renewables Graffiti Remover	Spartan Chemical Company	District wide	D
Restroom Cleaner	Green Solutions Restroom Cleaner	Spartan Chemical Company	District wide	D
Foam Hand Soap	Optimum Foam Soap	Pro-Link Green	District wide	D
Surface Cleaner (Trigger Bottle)	ActiveIon Pro	Activeion Cleaning Solutions	WECMS	D
Floor Cleaner (Auto-Scrubber)	EC-H2O	Tennant	WECMS, JPV, Laurel, ARACE	D
Carpet Cleaner	Green Solutions Carpet Cleaner	Spartan Chemical Company	District Wide	A

MEDICATIONS IN SCHOOL

No medications are given in school without written authorization from a physician and parent/guardian. This includes over the counter medication. **Medication administration forms are available on the District web site as well as from the school nurse.** With the appropriate written authorizations from the physician and parent, students may carry and self-administer emergency medications such as asthma inhalers, Epi-pens for life threatening allergies, and insulin.

Parents/Guardians indicating their child has a life-threatening allergy are asked to contact their physician to discuss whether an Epi-pen or other medication is needed at school.

It is important to note that if the appropriate medication administration forms are not completed and returned, your child may be withheld from any extracurricular activity, including athletics and field trips.

PHYSICAL RESTRAINT AND SECLUSION

Any student at risk enrolled in a Bloomfield Public Schools program who exhibits behaviors that result or may result in immediate or imminent injury to the student or to others shall be subject to physical restraint and/or seclusion in accordance with applicable laws and regulations. In all situations, even those in which a student at risk becomes physically violent, it is the intent of the Bloomfield Public Schools to provide the best possible care, welfare, safety and security for all students, staff and property. Whenever possible, attempts will be made to use early intervention strategies so as to prevent or defuse potentially assaultive or dangerous behaviors.

The Superintendent shall work with school administrators and/or consultants to establish monitoring and internal reporting procedures, in compliance with laws and regulations, for the use of physical restraint and seclusion on students at risk. The Superintendent shall also develop procedures to ensure that all educational providers in the Bloomfield Public Schools who may use physical restraint and/or seclusion methods receive appropriate training in both methodologies.

For purposes of this Policy, a student at risk is a child requiring special education who is receiving special education by the Bloomfield Board of Education, or a child being evaluated for eligibility for special education and awaiting a determination, or a person receiving care, education or supervision in an institution or facility operating under contract with the Bloomfield Board of Education.

Nothing in this Policy shall be construed to interfere with the Board's responsibility to maintain a safe school setting in accordance with Connecticut General Statutes or to supersede the statutory provisions in Connecticut regarding the proper use of reasonable physical force by school district professionals.

POLICY REGARDING WELLNESS

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods SOLD in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board, including documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Community Input

The Superintendent or designee will provide opportunities, suggestions, and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the Chief Operating Officer as the person who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

TITLE I PARENT INVOLVEMENT INSTRUCTION

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law and the requirements of the Title I Grant when funds received equal or exceed \$500,000, the District will develop jointly with, agree on and distribute to parents of children participating in the Title I program a written parent involvement policy.

When Title I funds are used to support programs vs. school wide services, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement at the required annual meeting of Title I parents.

When Title I Grant funds equal or exceed \$500,000 and when Title I funds are provided only to students in the Title I program, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

When Title I Grant funds equal or exceed \$500,000 and when Title I funds are provided only to students in the Title I program, the parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participate, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

PARENTAL ACCESS TO INSTRUCTIONAL MATERIALS

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio- visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Student and Parent Acknowledgement

By signing below I/we acknowledge that we have read and understand the policies, procedures, and expectations as described in the GEMS Student Handbook. The goal is to help guide students into being active and contributing members of the Global Experience Magnet School. I/we understand that I/we should ask for clarification on any aspects that are not entirely clear to me/us. In some instances, the policies and expectations presented are guidelines and will be clarified and/or amended when necessary by school administration.

Student Name (printed): _____

Student Name (signature): _____

Date: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Name (signature): _____

Date: _____