



**BLOOMFIELD HIGH SCHOOL
2022-2023**

**STUDENT/PARENT HANDBOOK
5 Huckleberry Lane
Bloomfield, CT 06002
860-286-2630
<http://www.blmfld.org>**

High School Code: 070030

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August 2022

Dear Students and Parents,

The 2022-2023 school year is an exciting time for the Bloomfield High School community. During this upcoming year, a close partnership between teachers, students and families will result in the academic and personal growth of our high school students. The Warhawk community is a firm believer in the worth and dignity of each student. We are committed to the pursuit of knowledge and value the process of learning as highly as the product of learning.

This handbook will provide you with the necessary information concerning school requirements, services, as well as academic and behavioral expectations. Please review this document together at the start of the school year and periodically as the year progresses. The teachers and administrators will work continuously to promote the academic development and supportive school environment required to make our students college ready.

Sincerely,

BHS Leadership Team

BLOOMFIELD HIGH SCHOOL MISSION and VISION

Mission Statement:

To prepare every student to become a life-long learner, who reads closely, thinks critically, asks questions, solves problems and communicates effectively.

Vision Statement:

BHS graduates will be academically, socially, emotionally and technologically equipped to gain access, adapt and graduate from the most competitive colleges, universities, and or training programs to pursue purposeful professions and careers in order to become civic minded and service-orientated citizens in a pluralistic society.

Accreditation Statement

Bloomfield High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

209 Burlington Road
Bedford, MA 01730
(617) 271-0022

**21st Century Academic Expectations
For Student Learning
At Bloomfield High School:**

P	The student will develop and refine college and career ready writing skills through a precise and systematic school-wide approach
R	The student will develop and maintain the aptitude to work collaboratively and communicate effectively through a variety of mediums.
I	The student will develop and demonstrate competence in research and technological skill sets.
D	The student will develop and advance critical thinking and problem solving skills through rigorous acquisition, analysis, and evaluation of information.
E	The student will communicate quantitatively and linguistically using 21 st Century Learning Skills.

**21st Century Social and Civic Expectations
For Student Learning
At Bloomfield High School:**

P	The student will utilize curricular and extracurricular activities to become college and career ready.
R	The student will respect physical, social, and emotional differences by building constructive and worthwhile relationships.
I	The student will demonstrate strong character and integrity through positive interactions and meaningful self-reflection.
D	The student will show their civic and social responsibility through active participation within the school and local community.
E	The student will prove their commitment to personal, physical, social, and emotional achievement through the development and strengthening of intrinsic motivation.

Bloomfield Public Schools Faculty 2022-2023

Administration

- Jesse White, Principal - jjwhite@blmfld.org
- Patricia Washington-Geddes, Vice Principal – pwashington-geddes@blmfld.org
- Brenda Niemitz, Director of Science & Numeracy - bniemitz@blmfld.org

Agri-Science

- Jaunice Edwards, Director – jedwards@blmfld.org
- Mary Jarvis – mjarvis@blmfld.org
- Lalena McMillian – lmcmillian@blmfld.org
- Joseph Rodrigues – jrodrigues@blmfld.org
- Mickayla Vitali – mvitali@blmfld.org

Business/Consumer Arts Department

- Joshua Hall, Business – jhall@blmfld.org
- Sofia Rehmer, Business – srehmer@blmfld.org
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- Paul Waszkelewicz, Culinary – pwaszkelewicz@blmfld.org

Campus Supervisors

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Custodians

- Fitzroy Bell- Head Custodian - fbell@blmfld.org
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School Support

- Brooks Sales – bsales@blmfld.org

English Department

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- Paula Sicord – psicord@blmfld.org

ESL (English Second Language)

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Instructional Assistants

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J.R.O.T.C

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Library/Media Center

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Math Department

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School Counselors

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- Shannon Trombino – strombino@blmfld.org
- Kendra Venhorst – kvenhorst@blmfld.org

Science Department

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School Family Liaison

- Damian Larkins – dlarkins@blmfld.org

School Nurse

- Melanie Griffin – mkelley@blmfld.org

School Psychologist

- Kayce Lyles – klyles@blmfld.org

School Social Worker

- Amy Paluska – apaluska@blmfld.org

Secretarial Staff

- Anne Burrows, Principal's Executive Administrative Assistant – aburrows@blmfld.org
- Jessica Aglieco, Guidance's Executive Administrative Assistant – jaglieco@blmfld.org
- Maria Trabal, Administrative Assistant to Vice Principal – mtrabal@blmfld.org
- Britnee Watkins, Administrative Assistant to Agriscience – bwatkins@blmfld.org
- Nekisha Franklin, Front desk/attendance – nfranklin@blmfld.org
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- Lori Doll – ldoll@blmfld.org
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STEPS Program

- Reubin Sutin – rsutin@blmfld.org

Student Support Services

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- Brad Caswell – fcaswell@blmfld.org
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- Dothy Sohan – dsohan@blmfld.org
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Visual and Performance Arts Department

- Sarah Ashborn-Garuti – sgaruti@blmfld.org
- Damon Coachman- dcoachman@blmfld.org

World Language Department

- Michael Bonebo – mbonebo@blmfld.org
- Allison Borawski – aborawski@blmfld.org
- Sonia Michel – smichel@blmfld.org
- Jennifer Neal – jneal@blmfld.org
- Evelyn Rodriguez – erodriguez@blmfld.org

<u>First Semester</u>	<u>Second Semester</u>
August 31, 2022 - January 27, 2023	January 30, 2023 – June 9, 2023
Quarter 1 – August 31, 2022 – November 4, 2022	Quarter 3 – January 30, 2023 – April 3, 2023
Quarter 2 – November 7, 2022 – January 23, 2023	Quarter 4 – April 4, 2023 – June 9, 2023
First Semester Exams - January 24-27	Final Exams – June 8-13

Tentative Schedule – dependent upon number of day(s) of school cancellations

2022-2023 Holiday's (School not in Session)

Labor Day	September 5
Indigenous Peoples' Day	October 10
Election Day	November 8
Veteran's Day	November 11
Thanksgiving Recess	November 23-25
Holiday Recess	December 22 – December 30
New Year's Day	January 2
Martin Luther King Day	January 16
Presidents Day	February 20
Good Friday	April 8
Spring Recess	April 10-14
Memorial Day	May 29
Last Day of School	June 15

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						

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

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: 1
29 Convocation
30 Teacher PD
31 **First day of school**

**PD = Professional Development

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			

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

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: 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	

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

MARCH 2023						
S	M	T	W	Th	F	S
						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: 19
5 **Schools closed:** Teacher PD
10 Indigenous Peoples' Day: schools & offices closed
19 PD: early dismissal PreK-12

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					

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

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: 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			

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

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: 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

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

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	



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

School Hours

Classes for all students begin at 7:35 AM and conclude at 2:15 PM on most days except when noted on the school calendar. Teachers are normally available from 7:25 AM until 2:50 PM and, consequently, students should not plan to arrive to school before 7:25 AM. Once students arrive on school property they should report to the cafeteria or go directly to their first period classroom.

2022-2023 - BELL SCHEDULE

	Monday, Tuesday, Friday
Period 1	7:35-8:31 a.m.
Passing	8:31-8:35 a.m.
Period 2	8:35-9:21 a.m.
Passing	9:21-9:25 a.m.
Period 3	9:25-10:11 a.m.
Passing	10:11-10:15 a.m.
Period 4	10:15-11:01 a.m.
Passing	11:01-11:05 a.m.
Period 5	11:05-12:35 p.m.
Passing	12:35-12:39 p.m.
Lunch 1	11:05-11:35 a.m.
Class 1	11:35-12:35 p.m.
Class 2	11:05-11:35 a.m.
Lunch 2	11:35-12:05 p.m.
Class 2	12:05-12:35 p.m.
Class 3	11:05-12:05 p.m.
Lunch 3	12:05-12:35 p.m.
Period 6	12:39-1:25 p.m.
Passing	1:25-1:29 p.m.
Period 7	1:29-2:15 p.m.

	Wednesday
Period 2	7:35-9:14 a.m.
Passing	9:14-9:18 a.m.
Period 4	9:18-10:47 a.m.
Passing	10:47-10:51 a.m.
Period 6	10:51-12:42 p.m.
Lunch 1	10:51-11:21 a.m.
Class 1	11:21-12:42 p.m.
Class 2	10:51-11:32 a.m.
Lunch 2	11:32-12:02 p.m.
Class 2	12:02-12:42 p.m.
Class 3	10:51-12:12 p.m.
Lunch 3	12:12-12:42 p.m.

	Thursday
Period 1	7:35-9:14 a.m.
Passing	9:14-9:18 a.m.
Period 3	9:18-10:47 a.m.
Passing	10:47-10:51 a.m.
Period 5	10:51-12:42 p.m.
Passing	12:42-12:46 p.m.
Lunch 1	10:51-11:21 a.m.
Class 1	11:21-12:42 p.m.
Class 2	10:51-11:32 a.m.
Lunch 2	11:32-12:02 p.m.
Class 2	12:02-12:42 p.m.
Class 3	10:51-12:12 p.m.
Lunch 3	12:12-12:42 p.m.
Period 7	12:46-2:15 p.m.

No School Announcement

In the event of a **SCHOOL CANCELLATION**, broadcasts over local radio and television stations will begin as soon as possible and continue at regular intervals. The announcement will also be on the website: **www.blmfld.org** and homes will receive an automated telephone message from the Bloomfield Board of Education.

School Counseling Services

Bloomfield Public Schools Counseling Department Mission Statement

The mission of the Bloomfield High School Counseling Department is to support the school's academic, social and civic expectations, and to advocate for student growth and achievement through the delivery of our developmental school counseling program. The mission will be carried out through the collaborative efforts of the school counseling department in partnership with staff, parents, students and the community.

Bloomfield Public School Counseling Department Vision Statement

The vision of the Bloomfield High School Counseling Department is driven by its mission and guided by the following:

- Embracing diversity
- Delivering a developmental School Counseling program inclusive of
 - School Counseling Curriculum
 - Individual Planning
 - Responsive Services
 - System Support
- Promoting and carrying out ethical practices as defined by the American School Counseling Association standards
- Acting as agents of change through data-driven decision making and planning
- Communicating effectively

Student are assigned to school counselors by grade level:

Grade	Name	Email
Grade 9	Ms. Sharon Plummer	splummer@blmfld.org
Grade 10	Ms. Shannon Trombino	strombino@blmfld.org
Grade 11	Ms. Kelly Drury	kdrury@blmfld.org
Grade 12	Ms. Kendra Venhorst	kvenhorst@blmfld.org

Appointments with counselors may be requested through the counseling secretary. A student may consult with his/her counselor without an appointment if both are available; this can be determined by the secretary. However, the student may **not** miss a scheduled class nor leave the cafeteria, study hall, library media center or other areas once the period has begun in order to go to the counseling office.

Part I

Academic Information.

Course Registration and Scheduling

Students must understand that the school maintains the responsibility of arranging student course choices into a schedule. All students must choose their courses carefully in order to ensure placement in necessary courses. After June, program and schedule changes may be made for the following reasons only:

1. Computer or human error
2. June failures
3. Summer school results
4. Teacher change (a teacher change may be possible if the student is rescheduled for the same teacher in the same course which the student failed in previous years.)

No schedule changes will be made after the published drop/add dates unless the reason for the change is a level change. The add/drop period is the first 5 school days of the year.

Minimum Student Course Load

Students must maintain a minimum course load equal to at least 5.5 credits annually. This includes meeting the physical education requirements to be considered a fulltime student. **Students can drop/add classes within the first two weeks of the 1st semester without penalty.** After the first two weeks are over, a dropped class results in a W (Withdrawal) on the student's transcript. After the 1st quarter progress report, a dropped class results in a WF (Withdraw Failure) which will be reported on the report card, transcript and will affect a student's class rank.

Students can drop/add classes within the 1st week of the 2nd semester without penalty. After the first week is over, a dropped class results in a W (Withdrawal) on the transcript. After the 3rd quarter progress report, a dropped class results in a WF (Withdraw Failure) on the transcript. The Drop/Add form must be completed and returned to the student's counselor (copies go to administrator and department coordinator of subject being changed) for all withdrawals (resulting in a W or WF), added courses, and course level changes. Dropping or adding a core academic class, even if done prior to the drop/add deadline, requires a Course Change Request form and parental approval.

A student will receive credit for a course only upon the successful completion of the full course. A student who falls below the minimal program, for whatever reason, must meet with a school counselor.

Any senior seeking a schedule with less than the required minimal course load must first have approval from the Principal.

Program or Schedule Changes

Changes in a student's program are considered only for the following reasons:

1. Course is too difficult or too easy determined through testing, evaluation, and consultation;
2. Other reasons as approved by the student's counselor and the student's administrator;
3. Course changes as a result of a PPT decision;
4. Parental written consent is required for any course changes.

Students who drop a course for reasons other than those listed above will receive a grade of "WF" for the course. Students may not drop a course if the drop will result in the student carrying fewer than the 5.5 credits.

Graduation Requirements

Graduation Requirements: Class of 2023 and Beyond	
A graduate of the Bloomfield Public Schools must have earned the minimum number of credits and met the established credit distribution requirement. In accordance with law 10-233a, students must also meet additional performance standards. NGSS performance standards must be met in Science. The SAT will be the performance standard for Math, Reading and Writing.	
Minimum Credits and Course Requirements:	
Subject Area	Number of Credits
English	4.0
Mathematics	3.0
Science (including Biology)	3.0
Social Studies (Including Civics, World History & US History)	3.0
Arts or Vocational Ed	1.0
Physical Education/Health	2.0
Humanities Elective (English, Social Studies, Arts)	1.0
World Language	1.0
S.T.E.M. Elective (Science, Technology, Engineering, and Math)	4.0
Elective	2.0
Mastery-Based Diploma Assessment	1.0
Total Needed for Graduation	25.0
Graduation requirements include the number of credits in addition to specific course work passed successfully in grades 9 through 12. To be considered full-time students, all students must carry a minimum of 5.5 credits.	

Explanation of Levels

Students at Bloomfield High School are carefully placed in classes that will challenge and benefit them in the future. The following is a summary of the various academic levels and the guidelines used to determine placement.

AP/Advanced Placement (College Credit)

Bloomfield High School offers both advanced placement and college credit courses. Students electing these courses should have a record of high achievement in Honors related courses and be highly motivated. Many colleges in the United States will award college credit for successful completion of AP courses, when a student scores a 3, 4, or 5 on the AP exam.

Advanced Placement Examinations

All students taking Advanced Placement (AP) courses are required to take the Advanced Placement (AP) examination in May in order to be awarded AP credit. Based on a student's score, college credit may be awarded for the course by the selected college. Exams may be offered in U.S. History, English, Calculus, Physics, Environmental Science, Statistics and Biology. The AP exam is given in lieu of the year-end final exam. In addition to the AP exam students are required to complete an end of the year project.

Honors

Bloomfield High School also offers Honor level courses. Courses at this level are designed for the student who is a high achiever. A student placed at this level must possess intellectual curiosity, be capable of handling abstract concepts, demonstrate a willingness to accept challenges, and function above grade level in comprehension and written expression. Honors level courses require students to master more material in greater depth and detail at a faster pace than the academic level courses. Students in honors level courses are expected to utilize analytical and critical thinking skills, to draw conclusions based on research, to work independently, and to exhibit consistently superior work.

Criteria for Honors Level Placement

Incoming grade nine students must have achievement of:

1. PSAT 8/9 at/or SBAC goal in reading and writing for English & Social Studies;
2. PSAT 8/9 at goal in math for Mathematics and Sciences;
3. B+ or better in appropriate 8th grade course (Honors Geometry requires a B- in Algebra I).
4. Diagnostic assessment score.

Current students in grade nine, ten, or eleven must achieve:

1. C or better in an honors course;
2. C- or better in an honors course with teacher recommendation;
3. B+ or better in an academic level course.
4. Students can read at grade level or above.

Academic Level

Courses at this level are rigorous and designed for students who are college bound as well as those who will pursue careers upon graduation. Materials are grade appropriate and are presented by various techniques to encourage academic success.

Grading Philosophy and Scale

Bloomfield High School has developed a grading scale consistent with its philosophy and objectives. The school operates on a two-semester system with a progress report and report card issued two times each semester (once each quarter). **Report cards will be mailed and are available via the PowerSchool Parent Portal.**

<u>GRADE</u>	<u>RANGE</u>	<u>GRADE</u>	<u>RANGE</u>
A+	97-100	D+	67-69
A	93-96	D	63-66
A-	90-92	D-	60-62
B+	87-89	F	1-59
B	83-86	0	0
B-	80-82	I	Incomplete
C+	77-79	P	Pass
C	73-76	W	Withdrawal
C-	70-72	ME	Medical

Incomplete Grades

Students must resolve incomplete grades with the course instructor **no later than two weeks** after a marking period closes. Unresolved incomplete grades after this two-week deadline will be assigned a grade of zero by the teacher.

Teachers will then assign the student a grade for the marking period computed with the inclusion of incomplete work as zero. Students must take the responsibility to ensure that incomplete grades do not become zeros. A zero 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 the student's administrator. After the first two weeks of the start of the 2nd, 3rd, and 4th marking periods, any incomplete grades from the previous marking period will be recorded as failures.

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. Schools also use a student's scholastic average to determine Honors or High Honors status at graduation time.

Although many factors are considered for college admissions, colleges feel that a student's scholastic average and corresponding class rank are significant indicators for predicting scholastic success in college. Bloomfield High School cooperates in computing scholastic average and class rank to aid students in gaining acceptance to college programs that will match their academic achievements.

Our school provides instruction and course materials to challenge all of our students in Academic,

Honor/AP courses. Honors and AP/College Credit courses are offered for students who are willing to meet the expectations and demands of an honors curriculum and who desire an exceptional challenge. A quality point value is assigned to each level.

Listed below are the Quality-Point (QP) values:

GRADE	AP/UCONN	HONORS	ACADEMIC
A+	4.50	4.25	4.00
A	4.25	4.00	3.75
A -	4.00	3.75	3.50
B+	3.75	3.50	3.25
B	3.50	3.25	3.00
B -	3.25	3.00	2.75
C+	3.00	2.75	2.50
C	2.75	2.50	2.25
C -	2.50	2.25	2.00
D+	2.25	2.00	1.75
D	2.00	1.75	1.50
D -	1.75	1.50	1.25

The student’s scholastic average is determined by multiplying the quality-point value of the grade of each course by its credit value. These scholastic values are then totaled and divided by the total number of course credits completed. Where a student’s scholastic average falls in relation to the scholastic average of his/her classmates is what determines individual class rank.

Pass/Fail Policy

Students in grades 9 through 12 may elect to take an extra elective course beyond the expected minimum requirement (5.5 credits) on a pass/fail basis providing there is room in the class. Students must declare the course as pass/fail prior to the first class and may not change its status once the course has begun. Students will be expected to abide by all school and course requirements regarding class attendance and scholastic expectations. Marking period grades and semester exam grades will be recorded as “P” (pass) or “F” (fail). At the conclusion of the course, students will have a pass or fail recorded on their scholastic records. Pass/fail grades will not be computed as part of the student’s GPA.

PowerSchool

Students and guardians can view their grades and attendance at PowerSchool URL www.ps.blmfld.org/public. Please call the guidance office for PowerSchool passwords.

Progress Reports

Progress reports are issued October, December, February and May. They indicate to parents their student’s in-class performance. Additionally, the progress report aids parents, administrators, and counselors in assessing sudden changes in student performance. Parents should review the information on the progress notice carefully and use this document as a basis for discussion about their child’s progress with the teacher and/or school counselor. These reports are issued for each student at the mid-marking period -four times a year.

Report Cards

Report cards are issued four times each year in November, January, April, and June. We do not mail progress reports or report cards, everything is available through the PowerSchool Parent Portal. If the parent/guardian has questions regarding a student's marks, he or she should call the teacher or counselor involved. Parents of students who have failed to return books or other school property and have not received a current grade report should immediately contact the student's school counselor (860-286-2636).

Grade Placement

GRADE	TO BE IN	Credits needed
9th Grade	10th Grade	6.0 credits*
10th Grade	11th Grade	12.0 credits*
11th Grade	12th Grade	17.0 credits

*= beginning with the class of 2023

Honor Roll/High Honor Roll

Students with excellent academic records are placed on the honor roll. The list for 9th through 12th grades is computed in the first, second, third, and fourth marking periods. Honor and High Honor Roll is based on a student's GPA for that particular marking period. To be placed on the Honor Roll, a student must have a GPA of between 3.0 and 3.59 for the marking period. To be placed on the High Honor Roll, a student must have a 3.6 GPA or higher for the marking period.

Valedictorian/Salutatorian Selection

Process for Selecting the Valedictorian(s)/Salutatorian(s)

The Valedictorian(s)/Salutatorian(s) for the graduating class of Bloomfield High School will be determined by the Bloomfield High School Leadership Team.

Eligibility

To be considered for Valedictorian/Salutatorian, a student must meet the following criteria:

The student must have been enrolled full time at Bloomfield High School for the previous five semesters (all of sophomore year, junior year and the first semester of senior year).

The student must be eligible for graduation and participation in the graduation ceremony.

Criteria for Selection of Valedictorian/Salutatorian

1. The Valedictorian shall be the student with the highest overall Grade Point Average (“GPA”).
2. The Salutatorian shall be the student with the second highest overall GPA.
3. The calculation for both the Valedictorian and Salutatorian shall be carried to a minimum of four decimal places.
4. In the event that there is an actual tie to four decimal places, the number of honors and AP classes taken (and performance in those classes) to contribute to GPA will be used to select the class valedictorian or salutatorian.
5. In the event that there is an actual tie to four decimal places for valedictorian, and the number of honors and AP classes taken to contribute to GPA does not break the tie, co-valedictorians will be named and there will NOT be a salutatorian.
6. In the event that there is an actual tie to four decimal places for salutatorian, and the number of honors and AP classes taken to contribute to GPA does not break the tie, co-salutatorians will be named.

Challenge

The selected Valedictorian(s)/Salutatorian(s) will be notified by the Principal confidentially. If either selectee, or other seniors in contention, should desire to challenge or dispute the selection, they then have five school days to make this challenge after the above decision has been announced. The Principal must be notified in writing that a challenge is being made.

Formula

The formula for determination of class rank for the purposes of selecting the Valedictorian/Salutatorian shall be as follows: The three-and-one-half-year average will be used to determine the class standings. The Valedictorian will be the senior(s) with the highest Grade Point Average (G.P.A. / weighted) determined over his/her three-and-one-half-years of course work at an approved, accredited secondary school, subject to the eligibility requirement set forth above. The Salutatorian will be the senior(s) with the second highest Grade Point Average (G.P.A. / weighted) as determined over his/her three-and-one-half-years of course work at an approved, accredited secondary school, subject to the eligibility requirement set forth above.

Graduation Addresses

It is expected that the Valedictorian(s)/Salutatorian(s) will offer the Valedictory and Salutatory addresses at graduation, however, the Valedictorian(s)/Salutatorian(s) addresses will be given at the discretion of the Bloomfield High School leadership team. In the event that the Valedictorian and/or Salutatorian demonstrate behavior not representative of the mission or vision of the school he or she will lose the privilege of giving the Valedictory and/or Salutatory address at graduation.

Class Rank

Class rank is only calculated for students who have been at Bloomfield High School for 2 consecutive semesters. To qualify for class rank, students must take a minimum of 5.5 credits at Bloomfield High school each year.

Mid-Term and Final Examinations

Midterm and final examinations are scheduled in all classes in January and in June. The midterm and final exams combined count for 20% of the final grade in each course.

Senior Final Exams

- Seniors who have accumulated a grade average of “A” may be excused from the semester and/or final examinations, at the discretion of the teacher. EXCLUSION FROM AN EXAM IS NEVER AUTOMATIC.
- Class attendance on an exam day is mandatory.
- **SENIORS FAILING TO REPORT FOR THE SCHEDULED EARLY FINAL EXAM WITHOUT PERMISSION OR REASON WILL RECEIVE A FINAL EXAM GRADE OF “F.”**

Seniors with A average can/will be exempt from Semester Course (only) exams. **Example 1: Bobby is a senior and is taking a .5 credit course and has maintained and A average, he could be exempt. Example 2: Bobby is a senior and is taking only 1st semester of a full year course and has maintained an A average, he could be exempt.**

If the course is a full year course and they are taking it for the entire year, they can only be exempt at the end of the full year course.

College Testing Program

Bloomfield High School serves as a testing center for Scholastic Aptitude Tests (SAT). Students must register on their own by internet (www.collegeboard.com) or mail. Registration materials and preparation booklets are available in the Guidance Office.

COLLEGE ENTRANCE EXAMS SAT	
Bloomfield High School Code 070030	Test Center Code 07120
SAT Test Date	Registration Deadline dates
August 27, 2022	July 29, 2022
October 1, 2022	September 2, 2022
November 5, 2022	October 7, 2022
December 3, 2022*	November 4, 2022
March 11, 2023	February 10, 2023
May 6, 2023	April 7, 2023
June 3, 2023*	May 23, 2023

Register at www.collegeboard.com *Bloomfield High School is Test Center

<u>ACT</u>	
Bloomfield High School Code 070030	Test Center Code 216860
<u>Test Date</u>	<u>Registration Deadline</u>
September 10, 2022	August 5, 2022
October 22, 2022*	September 16, 2022
December 10, 2022*	November 4, 2022
February 11, 2023	January 6, 2023
April 15, 2023	March 10, 2023
June 10, 2023*	May 5, 2023
July 15, 2023	June 16, 2023

Juniors and/or seniors who receive free/reduced lunch are eligible to receive two fee waivers
 Register at www.actstudent.org

Summer School

The Summer Academy at Bloomfield High School is a three week program that will academically enrich our scholars, prepare these 21st century leaders to be college and career ready, and foster camaraderie within the Bloomfield High School community. The program will offer Mathematics, English language Arts and Science.

Transfer/Withdrawal from School

When a student transfers from Bloomfield High School to another school or when a student withdraws from school, the student must contact the guidance office to obtain a transfer/withdrawal form. The form must then be signed by all of the student’s teachers, the librarian, the school counselor, the administrator, and the student’s parent or guardian. A student transferring to another school will also be given an unofficial transcript to take to the new school. The student’s record will not be forwarded until all accountabilities are paid and the signed withdrawal form is returned to the school counseling office. Students wishing to withdraw must be accompanied by the parent/guardian with whom they registered.

Seniors who move out of Bloomfield during the school year must petition the District Superintendent and High School Principal. Parents/Guardian must submit a letter of request for the student to remain at Bloomfield High School for their senior year. If no request is made then the student will be withdrawn.

Bloomfield Public Schools Academic Honor Code

At Bloomfield High School, we strive to create an environment where in 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 following document 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 discipline and may result in a school suspension.

The Bloomfield High School Academic 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
- Using an electronic device to solve problems

Fabrication: Intentional an 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:

1. Students committing academic dishonesty will receive a zero for their work.
2. 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:

1. Removal from the National Honor Society (if applicable)
2. Removal from the honor roll (if applicable)
3. Removal from club or sports.

Part II

Student Behavior and Responsibilities Expectations, Guidelines, and Regulations

Philosophy of Student Conduct

The majority of students at Bloomfield High School will have little difficulty following rules which have been implemented for the benefit of the entire community. It is assumed that each student will have a desire to be an active and responsible participant in his/her school.

Bloomfield High School provides an atmosphere that is safe, orderly, and conducive to learning. Bloomfield High School students as young adults are expected to always to behave in a responsible and mature manner. Students are expected to be capable of self-direction and to exhibit social awareness, social conscience, and attitudes of good citizenship. Students are expected to assume responsibilities for the effectiveness of the school's learning environment.

Friendliness and respect for one another are qualities that are expected at Bloomfield High School. All students are expected to use their best judgment and common sense, keeping in mind that behavior must be appropriate for the business of the school. Students are expected to exercise self-discipline and consider the rights of other people in all situations.

Bloomfield High School recognizes the necessity of fair and judicious rules and guidelines to aid in the positive conduct of students and the administration of the school, both of which offer a benefit to all students.

Standards of Conduct

Standards of conduct are in effect:

- from and to home, bus stop and on school bus;
- at all times while on school property;
- at all events and activities home or away.

Students are expected to:

- follow directions from any staff member the first time they are given;
- behave in an orderly manner, respecting the rights of others;
- maintain a clean environment;
- use appropriate language and refrain from use of profanity and verbal rudeness;
- follow Bloomfield Board of Education Dress Code Policy;
- be on time to school, class and scheduled appointments;
- be in appointed places at all times;
- be in compliance with all local, state, and federal laws;
- be honest and trustworthy at all times.

REMEMBER, THIS BEHAVIOR IS EXPECTED AT ALL TIMES IN EVERY SITUATION WHILE IN BLOOMFIELD HIGH SCHOOL AND DURING A SCHOOL RELATED ACTIVITY. STUDENTS ARE EXPECTED TO DEMONSTRATE PROPER BEHAVIOR AT ASSEMBLIES, IN THE CAFETERIA, AND WITHIN ALL PUBLIC AREAS OF THE HIGH SCHOOL AT ALL TIMES.

Quick Guide to BHS Dress Code

CLOTHING ITEM	ALLOWED	COLORS	NOT ALLOWED	REQUIREMENT
PANTS	Uniform slacks	KHAKI (TAN), NAVY BLUE, BLACK	Baggies, jeans, tights, pajama pants, leggings or sweatpants. No pants with logos or insignias.	Pants must be worn at the waist with a belt
SHIRTS	Oxford style and Polo	WHITE, BLACK	Colors other than those specified	
BLOOMFIELD PARAPHENELIA TOPS	All BHS tops and colors	ALL COLORS	Anything with a hood	
SHORTS	Shorts.. Appropriate length is just above the knee.	KHAKI (TAN), NAVY BLUE, BLACK	Colors other than those specified	Must be fitted and worn at the waist with a belt.
SKIRTS/CAPRI PANTS	Skirts and Capri pants must be knee length	KHAKI (TAN), NAVY BLUE, BLACK	Colors other than those specified	Must be knee length
SWEATER/VESTS	Button down or zippered cardigan, v-neck sweater or sweater vest, solid sweatshirt	WHITE, BLACK, GRAY, or BLOOMFIELD HIGH SCHOOL PARAPHERNALIA	Hooded sweatshirts. Colors other than those specified	

- NOTE: No hats, head coverings or scarves.

Bloomfield High School paraphernalia can be purchased at the following vendors:

- <https://sideline.bsnsports.com/schools/connecticut/bloomfield/bloomfield-high-school>
- Bloomfield High School store (on campus in the cafeteria during school hours)

BHS Pride Fridays: On Fridays, students are encouraged to wear items of clothing that reflects Warhawk Pride.

Enforcement

The school will strive to achieve full compliance through the use of positive reinforcement measures, and will resort to disciplinary action only when positive measures and supports fail to assure compliance.

- No student will be considered non-compliant with the Dress Code policy in the following instances:

- When the student wears the dress of a nationally recognized youth organization or activity, such as JROTC, on regular meeting days.
- When the student's parent or guardian has secured a prior exemption from the school policy for religious or health considerations. A student may wear religious attire.
- When a student is on school grounds outside of normal school hours.
- When a trip or school event may require specialized clothing, appropriate attire is required.

Not in Compliance

- I. **First Occurrence-** Student will go to achievement center and call parent. Parent will bring appropriate clothing to school. If clothing cannot be brought to school student will borrow or purchase dress items from school.
- I. **Second Occurrence -** Student will go to achievement center and call parent. Parent will bring appropriate clothing to school. If clothing cannot be brought to school student will borrow or purchase dress items from school. Student will be placed on social probation for that day. Student will receive a discipline referral.
- II. **Third Occurrence -** Student will go to achievement center and call parent. Parent will bring appropriate clothing to school. If clothing cannot be brought to school student will go to ISS for the day, Student will be placed on social probation for three days following the infraction Student will receive a discipline referral.
- III. **Fourth Occurrence-** Parent or guardian will bring appropriate clothing to school and meet for a conference. Students will receive in-school suspension and not be permitted to attend class until appropriate compliance has been made. Student will be place on social probation for 2 weeks. Student will receive a discipline referral.

Discipline

Should a student's behavior fail to meet Bloomfield High School's Standard of Conduct, one or more of the following consequences will apply:

- **TEACHER DETENTION- Time** assigned by a teacher in his/her classroom at the end of the school day – may range from 10 minutes to one hour. Failure to report will result in office detention.
- **OFFICE DETENTION-** Office detention will be assigned in most cases where teacher detention has been ineffective and for some attendance violations of the student code of conduct as indicated. Office detention is scheduled for one hour and twenty five minutes (2:30P.M. to 3:55P.M.) on Tuesdays. Students are expected to exit the building after detention is served. Failure to serve two office detentions will result in an ISS following the second missed detention. Office detentions will not be rescheduled for any reason. If a student misses an assigned detention, he or she will not be able to participate in any school related program until the detention is served.
- **SOCIAL PROBATION** - Social Probation is assigned by the administration and is the student's exclusion from participation in school sponsored events, activities, and sports. Social probation may be imposed on the student by an administrator for chronic, unacceptable behavior by the student. All students assigned to In-School Suspension, Out-Of-School-Suspension, or Expulsion are automatically on social probation and are excluded from all school related activities, events, and sports practices during the period of their suspension or expulsion. Students who are assigned a suspension may lose social privileges for the remainder of the quarter, depending on the severity of the behavior.

Detention Regulations

1. No student will be admitted to the detention room late.
2. Students may not participate in ANY extra-curricular activities until their detention is served.
3. Disciplinary problems or lack of willingness to study or cooperate with result in further disciplinary action and forfeiture of all time served on the day of detention.
4. Failure to serve a detention will result in an in-school suspension. Continued refusal to serve detention will result in suspension.
5. Students are to bring schoolwork or appropriate material with them to occupy their time during detention. There will be no talking, working with other students, sleeping, or use of electronic devices allowed during detention.

In-School Suspension (ISS)

Students may receive an in-school suspension at the discretion of school administration. The administrator will evaluate each case individually as to whether an out of school suspension is warranted over an in school suspension. The nature, number and seriousness of the offense(s) will be considered in determining the benefit of an in-school suspension to the student. Student participation in extracurricular activities the same day will be suspended.

Out-of-School Suspension (OSS)

Out-of-School Suspension can be assigned by any administrator for the most serious violation(s) of the Bloomfield High School Standards of Conduct. Out-of-School Suspension is the exclusion of a student from school for a minimum of one (1) to a maximum of ten (10) school days.

Parent(s) or guardian(s) may be required to schedule a re-entry meeting with an administrator upon return to school. The student is responsible for making up all work while out of school or upon their return to school.

Expulsion

Expulsion is the exclusion of a student from school for a minimum of eleven (11) and a maximum of one hundred and eighty (180) school days. Expulsion will be determined by the Board of Education or its agents.

Students who are suspended or expelled may not be on school grounds, participate in activities, athletic play or practices, or performances at any time during the date(s) of suspension or expulsion.

Behavior on Buses

Orderly behavior on school buses is essential for the safety and health of passengers and driver.

- Conduct, which annoys others and is disruptive or distracting to the driver is forbidden.
- Smoking is forbidden on school buses.
- Students shall remain seated while buses are in motion.
- Students whose conduct is unacceptable or unusual will be reported as soon as possible to the appropriate building administrator.

Administrators are authorized to suspend a student for unacceptable behavior on the school bus. Offenses may include but are not limited to, bullying, harassment, stealing, inappropriate or profane language, fighting, destruction of school property, insubordination, possession and/or concealment of weapons and/or knives and possession and/or concealment of illegal substances.

Cell Phone/Electronic Devices

Public Act 10-233j allows local boards of education to set policy legally disallowing cellular telephones. Cellular telephones, I-Pods, head phones/ear buds, radio, recording devices, radios, laser pointers, hand-held video games, all accessories and similar devices of any size should be turned off and kept out of sight during the academic school day (7:35am-2:15pm), with the exception of the following approved times and spaces:

- Students are permitted to use their electronic devices before and after school, during passing, and during the student's lunch wave, as long as there is no guest speaker. As soon as class begins, students are expected to silence and put away their electronic devices from bell to bell (this includes cell phones, smart watches, ear buds, etc). They should not be visible or used in class, if a student's device is out for any reason it must be confiscated, no exceptions.

When electronics/cell phones are confiscated:

- **1st Offense:**
If a student's electronic device goes off in class or is being used without permission, the teacher has the right to confiscate the device.
The device along with the student's name will then be given to an administrator to be processed. The student will receive a referral.
The student will be able to pick up the cell phone at the end of the day from a school administrator.
- **2nd Offense:**
If a student's electronic device goes off in class or is being used without permission, the teacher has the right to confiscate the device.
The device along with the student's name will then be given to an administrator to be processed, the student will receive a referral.
The parent will be notified that they must come to the school's front desk to sign for the device. Once it is signed for, the electronic device will be available to be picked up by the parent,
- **3rd Offense:** If a student's electronic device goes off in class or is being used without permission, the teacher has the right to confiscate the device.
The device along with the student's name will then be given to an administrator to be processed, the student will receive a referral. The parent will be notified that they must come to the school's front desk to sign for the device. Once it is signed for, the electronic device will be available to be picked up by the parent, in addition the student must sign their phone in to the main office at the start of the school for a period of 2 days.
- A student's continued disregard for the cell phone policy will result in the student having to check the electronic device into the main office for a week or longer.

Students who choose to bring these items to school do so at their own risk. Bloomfield High School is not responsible for lost, missing or damaged electronic devices or accessories.

Fighting

Disciplinary action will be imposed and a recommendation for expulsion may be made for a student involved in a fight. Parents will be contacted about any fight involving their child. A student involved in a fight may be subject to arrest. Every incident of fighting, assault, bullying etc. will be reviewed by Bloomfield High School's leadership team.

Insubordination

Students are to respond immediately to a request by any adult. Open defiance, including verbal abuse or failure to comply with orders or directions from any teacher or person having authority over the student will not be tolerated. Upon request, a student must provide their proper name to any adult. Students giving staff member a wrong name or refusing to give their name will be subject to disciplinary action.

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 will be subject to disciplinary action. Language used in any student to student or student to adult conversation should reflect respect and manners.

Public Display of Affection (P.D.A)

It is expected that all students will behave appropriately with each other in the learning environment. Part of education is to prepare students for life beyond high school and for their chosen school or career where acceptable standards of public behavior are also mandatory.

Responsibilities of Students at School Approved Activities

All students are expected to conduct themselves according to the discipline policy whether in school or at a school related activity. Students placed on Social Probation are disallowed attendance at Bloomfield High School sponsored events. **Students are subject to disciplinary measures (even though they are not on school property)** and may be restricted from other after school activities if they do not follow regulations. A student may be suspended for any verbal abuse to a police officer or a staff member at away-from-school or after-school functions.

Trespassing

Students are to use public walkways to and from school. Students are not to trespass through the properties of adjacent neighbors, especially *Bloomfield Manor House Apartments*. In addition, students are disallowed from crossing all athletic fields in order to access adjacent streets. Public walkways are to be used at all times. **Unsolicited entry onto private property is trespassing.** Student's identified trespassing on neighboring properties will be disciplined by the school and are subject to arrest by the owners of the property.

Unauthorized visitors to the school, either during the school day or after school hours, will be reported to the appropriate authorities for trespassing. Students loitering after school hours without permission or legitimate purpose may be disciplined, banned from after school activities or referred to the School Resource Officer for further action.

Vandalism

Students are expected to respect all school property. Students vandalizing school property in any way will be subject to suspension and/or arrest. Additionally, students and/or their parent or guardian will be responsible for remunerating the school system for the damage they incur.

Part III

Attendance Rules and Regulations

High school is a time of increased academic demand as students challenge themselves with rigorous coursework in preparation for post-graduate plans. The loss of instructional time for any absence creates stress for the student. Students have the best chance of succeeding in school with regular attendance in classes.

Daily, on-time attendance at school and in classes is an integral part of a student's educational success at Bloomfield High School. Regular attendance at school is, by state statute (Conn. Gen. St. Sec. 10-184, 10-198a), 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 BHS 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. Bloomfield High School and the Bloomfield Board of Education policy requires students to be in attendance in any class a minimum of 173 days in a 183 day school year, in order to earn academic credit. Students are not allowed to accumulate more than a total of 9 attendance points per year, 4 per semester, per class. Parents/guardians and students are encouraged to monitor their class attendance via PowerSchool.

Absence Procedure

It is the **responsibility** of the parent/guardian to contact the attendance clerk at (860) 286-2630, extension 1100 (voicemail is available after school hours) each day to report their student's absences from school and to submit a written explanation for the reasons 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 attendance office. The student must present a note to the attendance clerk to determine if the tardiness is excused. They will then be given an excused or unexcused pass to class.

Unexcused Tardy

Not present when the bell rings for class without a legitimate pass from a staff member. **Four unexcused tardies are equivalent to one unexcused absence.**

Excused Tardy

Late to school or class due to an approved reason (listed above). Tardiness will not be excused for oversleeping, missing the bus, transportation problems, etc.

Class Cuts

Students who choose not to attend class or arrive to class more than 15 minutes late to class without permission will be assigned a class cut. Students that leave class, missing 15 minutes of instructional time will be assigned a class cut. Class cuts may result in detention, ISS, and or OSS.

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. 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 attendance office before 7:35 A.M. This note should include a telephone number for the parent/guardian for verification. Parental requests, which cannot be confirmed, will **not** be honored.
2. Students who are dismissed early from school **must stop at the attendance office to sign out before leaving the school building.** Students are to wait for their arranged rides in the main office and leave the building and grounds immediately.
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.**

Any senior who jeopardizes their graduation due to attendance will not be permitted to engage in any senior activities; i.e. commencement ceremony, prom, senior outing, etc.

Loss of Course Credit

Excessive absences, including tardies from a scheduled class, will result in loss of credit in that class. The maximum number of absences is 9 for full year courses, 4 for semester courses. After this number has been reached in any class, credit will be denied.

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 student's/parent's control. Hours lost in the classroom due to absenteeism can only be made up in Saturday School once per quarter.

Part IV

General Information

Late Bus Routes

Bloomfield High School, Carmen Arace Middle and Intermediate School

There will be no Late Bus Runs on Wednesdays or the day before a holiday or vacation. Late Buses pick up at Arace, then the High School. These runs provide a wide sweep of the town, and are not intended to drop off at their regular stops.

BHS Late Bus Routes

Bus Arrives to School at 4:00 p.m.

Mon, Tue & Thurs Only, (no late Buses the day before a “non-school day”)

These routes provide a wide sweep of the Town and are not intended to drop off at the student’s regular stop.

Bus 1 (If Reg. Bus # 1, 2, 6)

Right Park Ave, Right Crestview, Left Wintonbury Ave, Right Tunxis Ave, Left Adams Road, Right Hoskins, Right Tarriffville Rd, Right Duncaster Rd, Left Terry Plains Rd, cross over to Tunxis Ave, Left Wintonbury Ave, Left Woodland Ave, Left Evans Ln, Right Jonathan Place, Left Richard Ln, Right Linwood Dr, Left Woodland Ave, Left Hampton Ln, Right Briar Ln, Right Essex Ln, Left Woodland Ave, Right Blue Hills Ave, Right W Dudley Town Rd to Bus Yard.

Bus 2 (If Reg. Bus # 3, 7, 9, 14, 15, 17)

Left Park Ave, Right Blue Hills Ave, Left Wade Ave, Left Joyce St, Right Daniel Blvd continue to Walker Ln, Left E Wintonbury Ave, Left Blue Hills Ave, Right Sav-More Plaza T/A, Left Blue Hills Ave, Left E Wintonbury Ave, Left School St, Right Cottage Grove Rd, Right Bloomfield Ave, Right Wintonbury Ave, Left Filley Ave, Left W Dudley Town Road to Bus Yard.

Bus 3 (If Reg. Bus # 4, 5, 10, 11, 18)

Left Park Ave, Right School St, Left Cottage Grove Rd, Right Blue Hills Ave, Right Hubbard St, Left Darby St, Right Blue Hills Ave, Right Morningside, Right Palm St, Right Brookline Ave, Left Blue Hills Ave, Right Harding, Right Coventry St, Left Pershing St, Left Addison Rd, Right E Harold St, Left Jackson Rd, Left Patton Rd, Left Elizabeth St, Right Blue Hills Ave, Left W Dudley Town Road to Bus Yard.

Bus 4 (If Reg. Bus 8, 12, 13, 16)

Right Park Ave, Left Prospect Ave, Left Cottage Grove Road, Right West St, Left Westview, Right E Lane, T/A, Left Cottage Grove Road, Right Prospect Ave, Left Oak Ln, Right Bloomfield Ave, Left Mountain Ave, Left Maple Ave, Right Mallard Dr, Left Pheasant Ln, Left Burnwood, Right Burr Rd, Right Simsbury Rd, Right Loeffler Rd, Left Brown St, Left Terry Plains Rd, Left Rye Field Hollow N, T/A, Left Terry Plains Rd, Left Wadhams Rd, Left Foothills Way, Right Partridge Ln, Right Maple Edge, Right Wadhams Rd, Right Terry Plains Rd, Cross over to Tunxis Ave to Bloomfield Ave, Left Haviland Rd, Right Kenwood Cir, Left Guernsey, Right Stillman Rd, Left Livingston, Left Haviland Rd, Right Bloomfield Ave, Right Wintonbury Ave, Left Filley St, Left W Dudley Town Rd to Bus Yard.

Lost or Damage Text Books, Library books and School materials, and chrome books/dell laptops

Students are required to treat and use textbooks, library books, and school materials, and chrome books/dell laptops with care. If students lose or damage any of the above, they are responsible for paying for the replacement. Failure to do so will result in the withholding of transcripts that might be issued until the student pays for or returns the lost item. Additionally, disciplinary action may be administered for careless disregard of school **materials**.

Vehicle Regulations

- The increased use of vehicle by Bloomfield High School students and the problems which can arise from misuse of these vehicle make it imperative that definite regulations be set down by the school governing the operation of motor vehicles on school property. Any student driving to school is required to register their vehicles in the Security office. Students will be issued a parking permit only after the following are completed
- **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 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.)**

Students whose applications to drive are approved will be issued numbered parking stickers which must be placed on the lower, right-hand, interior of the front windshield with the number visible from the outside.

Students who are issued these stickers must:

- Park in the student parking lot
- Proceed directly from their cars to school upon arrival
- Operate their vehicles with caution in the parking lot and while entering or leaving school grounds
- Abide by the 15 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.)**
- Do **NOT** park cars diagonally across several parking spaces
- Do **NOT go to a parked car or to the parking lot during the school day for any reason without written permission from an administrator**
- Do **NOT** leave school grounds during the school day, unless approved by administration.

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. As noted above, students in violation of the motor vehicle code will be referred to the Bloomfield Police Department for action.

Cafeteria

Students are expected to keep the cafeteria clean and neat. Students must begin to clean their table 10 minutes before the end of the lunch wave. Please place all your leftover food and utensils in a waste can provided. **Students are not to take food or drink from the cafeteria.** Our goal is to keep our school clean, presentable, and maintain a pleasant environment. Students who fail to follow the cafeteria rules will forfeit their privilege of eating in the cafeteria as determined by school administration. Students losing the privilege of eating in the cafeteria will eat their lunch in the ISS room or main office. **If a student needs to use the restroom during their lunch period they must sign out with the cafeteria supervisor and use the designated bathroom.** Any student who wishes to leave the cafeteria to go to a classroom must provide the cafeteria supervisor with a signed pass from that teacher in order to leave the cafeteria.

Breakfast and Lunch information

The Bloomfield School Food Service offers an affordable, nutritious breakfast and lunch, including milk, to all students daily. A la carte items meeting the State of Connecticut Healthy Food Certification standards like chips, ice cream, snacks, juice and milk are also offered for purchase.

Checks should be made payable to Bloomfield School Food Service and written for the amount of the deposit. We cannot give change for checks. Please include the student name and PIN on the check. There is a \$15.00 insufficient fund fee in addition to any bank fees for bounced checks. Only cash payments will be accepted until all bounced check debts are cleared. After two infractions of insufficient funds, we will no longer accept checks as a form of payment for student's lunches for the remainder of the school year.

Each student has their own cafeteria account. Middle/Intermediate and High School students must know their student identification number to use as their PIN (Personal Identification Number) for access to their account for all meal and a la carte purchases. Under no circumstance should a student use another student's PIN and account. Account money can be used for food service purchases only. All account balances will be carried over to the next school year.

Families are encouraged to apply for free or reduced meals. Forms are available in the School District Information Booklet, in the school's main office or online at www.blmflschools.org. A new application must be completed each year and applications are accepted all year. Please complete forms accurately and legibly. Students receiving free or reduced meals held over from last year must have their new applications in and processed by, **September 30, 2023**. Failure to do so will result in a student's free or reduced meal status to revert to "paid". All debts incurred because of failure to submit a new application for the new school year will be the responsibility of the parent/guardian. Written notification will be sent letting families know if their application was approved or denied.

If you have received a Direct Certification letter from the State of Connecticut, please send one letter in for each child prior to **September 30, 2023**. Applications do not have to be completed with Direct Certification letters.

Food and Beverages

No food (i.e., candy, snacks, lunches) or beverage (i.e., soda, water, juice) is to be consumed by students in any unauthorized area of the high school; including areas such as hallways, classrooms, locker rooms, public areas, gymnasiums, library, computer rooms, stairwells, lavatories, guidance, social services and detentions at any time during the day. During lunch, food or drink provided by the school is not to leave the cafeteria at any time. A student who does not conform to these rules will have the items confiscated by staff members. Anyone refusing this directive will be referred to the administration for insubordination. In addition, anyone involved in littering or throwing items will face disciplinary action. Finally, no student is to leave the high school campus at any time during the school day for the purposes of acquiring food or beverage.

Parents/Guardians, it is highly discouraged that you bring outside food (i.e., McDonald's, Subway, Dunkin Donuts, etc.) to the school for your child during their lunch period. In cases where this is unavoidable, your student will be designated an alternative area to eat their lunch. This is in effort to keep distractions to a minimum in the cafeteria at all times.

Lastly and most importantly, it is strictly forbidden to "order out" during the school day and your child will not be called out of class to retrieve food. No food deliveries can be made to the high school prior to 2:15 p.m. Food deliveries from outside vendors will be confiscated and returned to the child after the school day has ended. Vendors accepting orders for delivery to the high school will be dealt with by administration.

Identification Cards

Are available upon request

Lockers and Personal Property

As a service, the Bloomfield Public Schools provide locks and lockers to students. Students are encouraged to use the locker for books and other school material. The students' personal property should also be safeguarded. Lockers will be assigned to all students at the beginning of the year. Students must acquire authorized student locks from the administration, and locks must remain on lockers at all times. The lock and locker may be used by students throughout the school year, as time permits and **only**, according to the bell schedule. **Locks, other than those issued by the Bloomfield Public Schools are not permitted to secure student lockers and will be removed by school officials.** For security reasons, each student must safeguard both the combination and the lock. Students are reminded that combination locks have to be closed and the dial spun in order to insure that they have secured their lock from being reopened.

As with all school equipment, students are personally responsible for returning their assigned locks upon graduation or transfer. Any student unable to produce an issued lock within two days will be charged a **replacement fee of \$6.00**. Students who claim to have lost their locks over the summer, are still liable for the \$6.00 cost of replacement.

Locker Inspection

All school lockers are property of the Bloomfield Public Schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property, and school property with reasonable care for the Fourth Amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's car, backpack, clothing or locker under the following conditions:

- There is reason to believe that the student's car, backpack, clothing or locker contains contraband material.
- The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
- The student has been informed in advance that Bloomfield High School policy allows car, backpack, clothing or locker to be inspected. This action will be employed in cases where the administration has reason to believe that materials injurious to the best interests of students and the school are in the student's possession or on his/her person.

Accountabilities

Students who owe money to the school for such items as lost or damaged text books, library books, or other school property possess accountability. This accountability is monitored by high school personnel and the student's administrator. We encourage that any debt to the school be settled prior to the start of the next school year. **Students having outstanding accountabilities at the time of their graduation will not receive official transcripts or their Bloomfield High School Diploma until all accountabilities are settled.**

School Decorations and Signs

All decorations and signs must be approved by the Leadership team. Fire codes prevail in regard to this issue and must be observed before administrative approval is granted. Any decoration or sign not initialed by school administration will be taken down.

Student Searches

A search of a student by an administrator or a designee will be conducted when there is a reasonable grounds or probable cause for suspecting that the search will reveal evidence that the student has violated or is in the process of violating state or federal law or a rule of the school. In this regard, whenever a member of the staff believes that there is a reasonable ground for suspecting that a search will reveal such evidence, the staff member should accompany the student to an appropriate administrator for the purposes of conducting the search.

The administrator conducting the search should do so in the presence of another adult witness. The scope of the search and the methods adopted by the administrator conducting the search are to 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 administrator conducting the search should be guided by the dictates of reason and common sense and should be careful to ensure that the interests of the student being searched will be invaded no more than is necessary to preserve school order and safety. In the event a search may prove to be dangerous, the administrator in charge, or his/her designee, may enlist the assistance of the School Resource Officer and/or the Bloomfield Police Department. Any student who fails to comply with a search request may be subject to suspension and other disciplinary actions.

Team up for Drug Prevention

CONSISTENT WITH THE BOARD OF EDUCATION POLICY, BLOOMFIELD HIGH SCHOOL 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/vaping or use of tobacco products; there shall be no use, possession or distribution of drugs, alcohol or vaping.

- 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.

Part V

Extra-Curricular and Athletic Programs Descriptions

The extracurricular program at Bloomfield High School consists of a host of challenging activities designed to appeal to diverse interests and talents. From the artist to the athlete, the student may seek to participate in activities where he/she can further develop him or herself academically, socially, emotionally, and physically. Opportunities exist also for service with-in the school and community. Additionally, students must understand that participation in any extra-curricular activity is a privilege.

Students can sign up to join clubs on September 14th during Open House and September 16th in the cafeteria during each lunch wave.

ATHLETIC ACTIVITIES		
FALL	WINTER	SPRING
Football	Boys Basketball	Baseball
Girls Volleyball	Girls Basketball	Softball
Girls Soccer	Boys Indoor Track	Girls Tennis
Girls Cross Country	Girls Indoor Track	Girls Track
Boys Cross Country	Cheerleading	Boys Track
Boys Soccer	Unified Sports	Unified Sports
Cheerleading	Wrestling	
Golf (co-ed)		
Unified Sports		

Academic Requirements for Extra-Curricular Activities

Any student who belongs to an athletic team must meet the eligibility standards and policies of Bloomfield High School.

- Students must have a 1.7 un-weighted GPA (C- average) of all classes in order to participate.
- The 1.7 average can include 1 “F”, but those students must be on a weekly progress report.
- Weekly progress reports must reflect good academic standing and behavior in all classes or playing time may be adversely affected and is at the discretion of the Athletic Department Staff.
- Report cards with 2 or more “F”s **and a 1.7 average**: the student is ineligible to participate in any capacity but may practice with the team at the coaches’ discretion and CAN appeal their eligibility at official progress report time.
- Parents and students are reminded that a Grade Point Average of 1.7 must be maintained each marking period in order to be eligible for participation in extra-curricular activities.

Requirements for Participation in Athletic Activities

A. **In order to BE ELIGIBLE** to try out, practice or play in BHS Interscholastic Athletics a student-athlete must:

1. Acquire the necessary Consent form and Return the signed Consent forms to the coach (note: all of the necessary registration forms will be available via PowerSchool as of 2021)
2. **Students must have a** Physical Examination and the proper form can be obtained from the nurse or coach. The physical examination must be dated within one year of the current season of participation.

B. CIAC Rules state that student-athletes are not eligible if:

1. They have reached his/her twentieth (20th) birthday during the year of participation. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth birthday falls.
2. The student transfers schools without a legal change of residency. This student would have to sit out of 50% of the season of the first sport they play at BHS after having played that sport at their previous high school – (freshmen are exempt from this rule)
3. They played or practiced with an outside team in the same sport while a member of the school team in season. This includes participation in any tournament, road race, or other activities sponsored by an organization other than the CIAC or BHS.
4. They have exceeded their four years of eligibility. Each student has (8) consecutive semesters or (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. **There is no fifth year of eligibility.** Students do not preserve additional semesters for use at a later time if they elect not to participate.
5. To participate in Fall Sports, a student must have acquired at least Four
6. You can find all of the CIAC eligibility rules at [CIAC Handbook 2022-2023 \(casciac.org\)](http://casciac.org)

Such participation by an ineligible athlete would cause immediate forfeiture of games in which the student-athlete had been a participant

Students must maintain a 1.7 average of all of their classes in order to be eligible to participate in athletics. Each grade is assigned a number from 0 (for an F) to 12 (for an A+). Those numbers are averaged together and the average must equal a 4 (equivalent to a C-). If a student has more than one “F” (even if they have a C- average) they cannot participate until their official progress report shows improvement as approved by the athletic administration during an appeal process. Ineligible students may appeal at official progress report and report card time only.

Athletic Department Mission & Objectives

The mission of our athletic department is to motivate and encourage student-athletes to achieve high levels of success in a holistic fashion through athletic participation. Our athletic department places a strong emphasis on academic success hence making it a requirement for participation. We believe the many life lessons offered through sports inspire our students to become productive members of society and that is the expectation. We stress the importance of physical fitness, and healthy habits, and we teach our athletes to work together as a cohesive unit in order to accomplish a common goal.

Our dedicated professional staff provides high quality leadership for all of our sports programs and they offer opportunities for student to demonstrate good sportsmanship all the while maintaining high levels of skill, production and positive performance on and off the field.

We subscribe to the district core values and our athletes personify Warhawk PRIDE!

Preparedness

Respect

Integrity

Dedication

Excellence

Objectives of the Bloomfield High School Athletic Program are to:

- Provide student athletes with the opportunity to engage in interscholastic competition.
- Provide a “whole school” interest and involve students other than naturally gifted athletes.
- Teach students proper habits of health, cleanliness and safety.
- Teach new skills and improve on those skills already learned.
- Provide opportunities for the development of lasting friendships with both teammates and opponents.
- Provide opportunities to exemplify and observe good sportsmanship.
- Provide leadership training as a privilege that carries responsibilities.
- Provide opportunities for students to place the interest of the group above self and to practice self-discipline for the overall benefit of their team.
- Provide an environment where students can learn the benefits of following the rules.
- Provide students with the opportunity to experience the satisfaction of self-sacrifice, contribute to the development of *esprit de corps*, belonging, team pride, teamwork and respect for rules and authority.
- Expose students to a diverse athletic program.
- Provide a cross-cultural experience for students of all races, ethnic backgrounds, genders and religions.

Our goal, as an athletic department is to encourage student athletes to achieve success by maintaining academic eligibility rules and to keep athletics in proper perspective. We strive to develop good citizenship, honesty, emotional control, dependability, and respect for rules, property and authority. We offer opportunities for student athletes to exemplify and observe good sportsmanship all the while maintaining a high standard of credible and positive performance on and off the field. We stress the importance of physical fitness, healthy habits, and safety in athletics and teach athletes to work together as a cohesive unit in order to accomplish a common goal. We provide high quality leadership for all athletic programs so as to exemplify to students a desired behavior developed within the athletic department. Above all, we provide opportunities for the development of a feeling of unity and belonging, team pride, work ethic, teamwork and commitment.

Athletic Participation Regulations

The following regulations guide student participation in Athletics at Bloomfield High School. The regulations are intended to promote the objectives of the athletic program:

- Athletes ejected for fighting or unsportsmanlike behavior from an athletic contest will be suspended from the next contest (CCC/CIAC policy).
- Verbal and/or physical abuse of officials or coaches may result in dismissal from the team.
- Athletes are expected to attend all practices and contests.
- Athletes are expected to attend all regularly scheduled classes. Attendance in school is mandatory on the date of and date following an athletic contest.
- Athletes should leave all valuables at home.
- Athletes must travel to and from contests on the team bus.
- Athletes must conduct themselves as ambassadors of Bloomfield High School both on and off the playing field.
- Athletes are expected to stand at attention during the playing of the National Anthem.
- Athletes are expected to be **dressed properly** on the day of an athletic contest, (i.e. neat shirts, ties, slacks, dresses, skirts).
- Any proven use of drugs or alcohol or tobacco will result in immediate suspension and possible dismissal from the team.

Warhawk Athletics

If you have any questions regarding athletics at BHS please feel free to contact our **Athletic Director, Mrs. Allison Borawski at 286-2630, ext. 1232** by phone, or by email at aborawski@blmfld.org.

NCAA CLEARINGHOUSE

Students planning to participate in Division I or Division II athletics in college must be certified by the National Collegiate Athletic Association (NCAA) Initial-Eligibility Clearinghouse. The NCAA eligibility criterion has been revised and is continuously changing. Students are advised to log-on to the NCAA Clearinghouse website at www.eligibilitycenter.org for more details and to obtain their copy of the Guide for the College-Bound Student-Athlete.

NCAA DIVISION 1 QUICK REFERENCE SHEET

Core Courses:

- **Sixteen core courses** are required (see chart below for subject-area requirements)
 - **Ten core courses completed before the seventh semester**; 7 of the 10 must be in English, math or natural/physical science
- **Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements**

Test Scores:

- Students must present a corresponding test score and core-course GPA on the sliding scale
 - **SAT:** Critical Reading and Math Sections
 - Best sub score from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, Math, Reading and Science Sections
 - Best sub score from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter **9999** during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. **Test scores on transcripts will not be used.**

Core Grade-Points Average:

- Only **core-courses** that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website will be used to calculate your core-course GPA.
- Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.3) on the NCAA sliding scale
- Core-Course GPA is calculated used the best 16 core courses that meeting both progressions (10 before seventh semester, seven in English, Math or Science; “locked in”) and subject-area requirements.

DIVISION I
Core-Course Requirement (16)

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional course (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION I
Qualifier Requirements
**Athletics aid, practice and competition*

- 16 Core Courses
 - Ten core courses complete before the start of seventh semester. Seven of the ten must be in English, Math or Natural/Physical Science.
 - “Locked In” for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.3) on Sliding Scale
- Graduate from high school.

DIVISION I
Academic Redshirt - Requirements
**Athletics aid and practice (no competition)*

- 16 Core Courses
 - No grades/credits “locked in” (repeated courses after the seventh semester beings may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.0) on Sliding Scale
- Graduate from high school.

NCAA DIVISION II QUICK REFERENCE SHEET

Core Courses:

- Sixteen core courses are required.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores:

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-points averages.

Core Grade-Points Average:

- The current Division II core GPA requirement is a minimum of 2.0. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.2.
- The minimum division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.0.

DIVISION II 16 Core-Course Rule
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<p><u>16 Core Courses:</u></p> <ul style="list-style-type: none">• 3 years of English• 2 years of mathematics (Algebra I or higher)• 2 years of natural/physical science (1 year of lab if offered by high school)• 3 years of additional English, mathematics, or natural/physical science• 2 years of social science• 4 years of additional courses (from any area above, foreign language, or non-doctrinal religion/philosophy).
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***It is the responsibility of all student-athletes and their parent/guardian to register for the NCAA Clearinghouse. While the athletics and guidance departments can offer assistance, it is not their responsibility to register student-athletes. Registration can be done at <http://www.eligibilitycenter.org>.**

Part VI

Student Services

Teachers are available to give extra help during scheduled weekly after school tutoring periods. Students in need of extra assistance should see their teacher or appropriate department chairperson.

Age of Majority

In view of Public Act 127 of the 1972 legislature which establishes 18 years of age as the age of majority, the following policies have been adopted by the Bloomfield Board of Education.

1. School regulations concerning all school matters shall continue to be handled as they were previously. Eighteen year olds not living with parent(s) or guardian will be dealt with directly in such matters;
2. The school system recognizes its moral responsibility to the parent regardless of the age of the student in its charge. All contacts shall continue to be maintained at home. Eighteen-year-old students may request direct communication and parents shall be notified of that action. The school may continue or resume contact with parents at any time.

Appeal Procedure

Any student who has a question regarding a rule or procedure and its enforcement should thoroughly discuss the decision with the decision maker. Should there still remain a concern the student should make an appointment to see the appropriate administrator to discuss the concern.

Rules for Students Attending Proms

For the most part, Bloomfield High School classes hold their respective proms off-site. With this in mind, the administration has established some rules governing school sponsored off-site events such as junior and senior proms.

The following rules apply:

1. **TS & GUEST LISTS** – Both student and guests are required to pay in advance for their prom tickets. All ticket sales and guess list additions are closed within three (3) school days of the planned event. **No last minute additions or ticket sales are possible. Students purchasing tickets must be a member of the current class for which the prom is being held.**
2. **DRESS** – Students and their guests are expected to dress appropriately for the occasion at hand. A formal dance such the Junior or Senior Prom requires that students wear formal attire. Men are to wear suits or tuxedos and women are to wear gowns or a formal dress. Specifically banned are: Du-rags, sweat bands, baseball type caps and two piece halter dresses. Students and parents should refer to the *Guide to Prom Dresses* if there is any question about the brevity of the dress to be worn. Young ladies should not choose dresses that are revealing to the point that they will be challenged at the door and possibly turned away.
3. **LEAVING** – Once checked in by the advisor, students and/or guests cannot leave (go out the door) and then expect to return. If students or guests leave for any reason, they will not be allowed to return.
4. **WHO MAY NOT ATTEND** – Any student on suspension, disciplinary or social probation, expelled or returned to classes on contract from expulsion are automatically barred from attending any Bloomfield High School sponsored proms.
5. **No student may purchase a Prom ticket until all accountabilities have been paid in full.**

Emergency Procedure Cards

Emergency Procedure Cards are to be filled out by all students before or during the first week of school. It is extremely important that telephone numbers (home and work) and addresses be accurate.

Please notify the Guidance Department at 286-2636 any time there is a change of telephone number or address. Students who have not filed a completed, corrected, and current emergency card with parent/guardian names and telephone numbers for emergency notification will not be permitted to attend field trips.

Fire Drills/Emergency Procedures

Each room in the school has been assigned a specific exit that is to be used during a fire drill. 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 maybe heard.
- Students are to remain with their classes during the emergency.

Health Services

Nurse's Office

A Registered Nurse is available during school hours to meet the health service needs of all students throughout the school day. School nurses keep students healthy, safe, in school and ready to learn. The goal of the health office is to promote good health practices, assist with immediate and chronic medical conditions, and provide first aid and emergency care. Please contact the school nurse at 860-769-1325 to discuss medical conditions or health care needs for your student.

Illness during the school day

If a student becomes ill during the school day, they are to report to the school nurse for assessment. All students entering the health office must have a pass or permission from the classroom teacher. In the event that your student exhibits any symptoms from the Stay at Home Guideline (see below) you may be called to pick up your child. Students must not leave the building because of illness without authorization; therefore, dismissal due to illness should occur through the nurse's office. If the nurse is not available, students are to report to the main office. We request that your child be picked up with-in one hour of notification.

Stay at Home Guidelines for Illness and Injury

Deciding when a child is too sick to go to school can be a difficult decision for parents to make. When trying to decide, use the guidelines below and seek the advice of your health care provider. Please do not send your ill or injured child to school and ask the nurse to “check him/her out”. Please have a thermometer and check your child’s temperature at home. If you think your child needs assessment, contact his/her health care provider.

- If your child has a temperature, over 100 degrees he/she must stay home. Your child cannot return to school the next day and should remain at home until the fever has been gone for at least 24 hours without fever reducing medication.
- If your child has diarrhea, he/she should stay home through the next school day after the diarrhea has passed.
- If your child vomited during the night, or is sent home from school, he/she should stay home minimally through the next school day and until there is no vomiting for 24 hours and is able to tolerate a meal.
- If your child woke up with one or both eyes red, sealed with discharge, and/or is itchy or painful, he/she should stay home and be seen by their health care provider. If prescribed an antibiotic eye drop, he/she may return after 24 hours of use.
- If your child is complaining of severe sore throat they should stay home and be seen by their health care provider. If an antibiotic is prescribed, he/she may return after 24 hours of use.
- If your child has severe cold symptoms with thick discharge, especially green discharge, from the nose or has a wheezing, croupy cough they should stay home.
- If your child has an unknown rash he/she should stay home and be evaluated by their health care provider. If prescribed an antibiotic they may return after 24 hours of use. Please cover any open or oozing sores.
- If your child has suffered an injury (sprained or fractured limb, severe laceration or burn, head injury) please contact their health care provider to obtain proper assessment and treatment before returning to school.

Injuries during the School Day

Students must immediately report injuries sustained in school to their teacher or the staff member supervising the activity. The parent or guardian will be notified by the school nurse concerning Injuries that require parental follow-up or further assessment by the student’s health care provider. Emergency Medical Services (911) will be called for any serious injury or as deemed necessary by school personnel.

Administration of Medication at School

- No medications are to be carried on a student's person or kept in lockers, with the exception of approved asthma and anaphylaxis medication or insulin. This includes prescription and over-the-counter medication, including vitamins and similar supplements. Medications to be taken by a student in school must be given to the nurse by a responsible adult, with a written authorization as described below, in a properly labeled prescription container or sealed over-the-counter container.
- Connecticut State Law and Regulations require a physician's written order and parent/guardian written authorization for the administering of medicine. Forms for authorization for the administering of medicine are available from the school Nurse's Office or you may find them online (Link)
- **Sunscreen, diaper cream, and bug spray** are considered over the counter medications by our school physician and these cannot be administered by staff unless a medication order is filled out by your doctor. If the application of these items is desired, please apply them at home before your child comes to school.
- 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 or the emergency medication is not provided, your child will be withheld from any extracurricular activity, including athletics and field trips.

Epinephrine

The State of CT Public Act 14-176 requires schools to notify parent/guardians that a trained staff member may administer Epinephrine (EpiPen or generic) in an emergency if your child is having a severe allergic reaction. This applies to a child who has not been diagnosed with a severe allergy and does not have the medicine prescribed. You may choose to notify the school nurse that you do not want this to occur for your child in writing each school year. For more information, please visit:

<https://www.cga.ct.gov/2014/act/pa/pdg/2014PA00176-R00HB-05521-PA.pdf>

Physical Education/Recess Excuses

All students are expected to participate in regular activities such as physical education and recess. A doctor's note is required to exempt a student from such activities. Physical education/recess excuses written by a doctor should be obtained at the time of treatment of an illness or injury and brought to the Nurses Office.

Physical Examinations and Immunizations

Immunizations and health records are mandated by state law for enrollment in public schools. A student may not be enrolled without a complete record of immunizations and a current physical examination. All physical examination health form records required for school attendance must be completed by a US licensed MD, DO, APRN or PA. Health forms include a record of all required vaccinations and information required to plan health services for your student.

All newly enrolled students from out of state are mandated by the State of Connecticut to have a physical examination within the last 12 months before attending school, by an U.S. licensed MD, DO, APRN or PA

Connecticut State Law requires all schoolchildren to have periodic physical examinations and to be properly immunized against certain diseases. This law states that all children in grade 9 must have a physical before entry to grade 10. Physicals completed after the end of 8th grade and prior to the start of 10th grade are acceptable.

Parents need to complete page 1 of the blue State of Connecticut Health Assessment Record and your child's physician needs to complete page 2, 3 and 4. The completed form needs to be turned in to the school nurse. Additional forms may be obtained from the school nurse website under forms and downloads.

Any student who has not submitted the required physical will be excluded from entering school in the fall until this requirement is satisfied.

Families who have trouble with this requirement for financial reasons should consult the school nurse.

Screenings

Preventative screenings for vision, hearing and postural abnormalities are mandated during specific grades to be provided by Bloomfield Public Schools under Section 10-214 of the Connecticut General Statutes.

Vision, hearing and postural screening may be done upon request of a parent or staff member.

Homework Policy - Philosophy

Bloomfield Public Schools believes homework to be a necessary part of the learning process. Homework is designated to reinforce classroom learning and to prepare the student for class discussion, impending instruction, and ultimately for advancement to the next level. The appropriate assignment of homework by the instructor and acceptance of that responsibility by the student will further aid the student in development of mature work habits, organization of time, and self-reliance for the future. This philosophy is consistent with the goals established by the Board of Education and Bloomfield High School.

Homework Policy – Guidelines

Homework will be assigned by the individual teacher in accordance with the Board of Education Policy. Students are expected to make-up missed homework assignments within a reasonable length of time to be determined by the teacher. In some cases, no resubmission will be possible (i.e., interpretation of a piece of literature already interpreted in class). It is the obligation of the teacher to recognize the student's homework performance in the overall grade. The evaluation of homework should be explained to the student as part of the teacher's grading system.

Materials to be Displayed or Distributed

All materials to be displayed or distributed by anyone on school property must have administrative approval and direction as to how it may be distributed or shown. Materials considered to be disruptive to normal school process will be excluded from distribution.

Library & Media Center

The Library Media Center is a place to research, study, read and access resources. Access to the library is a privilege, not a right. You are encouraged to visit the library, but it is important that you do not inconvenience, disturb, disrespect or offend others in the library.

To visit the library students must have:

A pass from a teacher

c) A valid reason to be in the library.

No passes will be accepted during the first and last 15 minutes of the period. Students from lunch must have a pass signed by one of the staff or teachers on lunch duty.

Students are expected to be considerate of other students, teachers and staff. Remember to observe the following guidelines:

- Keep noise level to a minimum: Whisper; work quietly. Do not talk across the table.
- Prepared: Bring your library folder, assignment, and materials.
- Be on task: Engage yourself in meaningful activities and have a valid reason to be in the library- studying, reading, research, homework etc.
- Courtesy & Respect: Follow directions, use appropriate language -- no cursing, swearing and profanity
- Clean up after yourself: Push your chairs in, return materials and discard trash before leaving.
- No drinking/eating: No drink or food items are allowed in the library
- No music will be allowed in the library

Consequences:

1st offense: verbal warning

2nd offense: 1 week loss of library privilege (Parent notification)

3rd offense: 2 weeks loss of library privilege (Parent Meeting and disciplinary referral).

The library staff may send back students who are disruptive, not on task, or not following our school rules or library guidelines.

Lost/Stolen/Found Articles

The Bloomfield Board of Education cannot be responsible for personal articles lost or stolen from school property. **Lost or stolen articles that are personal property of any student are not covered by the Board of Education insurance.** A loss/theft report should be filled out with an administrator. And administrator will investigate the loss/theft and will send a copy of the report to the Police Department.

Anyone who finds lost articles in any part of the building should take them to the office immediately. Anyone who loses articles should notify the office on the day the loss is discovered and check periodically to see if the article(s) has been found and turned in to the office. Articles are kept until the end of the school year. If left unclaimed, they will be donated to charity or discarded

Valuables

Money and valuables must be locked in lockers including electronic devices. **The school is not responsible for any lost money or valuables.**

Working Papers

Working papers may be obtained by presenting to the appropriate staff in the high school office a copy of the student's birth certificate or driver's license and a written promise of employment. The high school office is normally open from 7:30 AM to 3:00 PM on days school is in session.

Part VII

District Policies and Procedures

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.

I. 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.

II. Individualized Health Care Plans and Emergency Care Plans

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.

6. 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.

7. 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. Glycogen)
 - 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.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the child's health care providers to clarify medical needs, emergency medical protocol and medication orders.
9. 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").
10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
11. 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.
12. 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.

III. Training/Education

1. 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.

2. 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.

IV. 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:

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

V. Communication

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.

VI. 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.

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 at <http://www.bloomfieldschools.org/page.cfm?p=4424>, 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.

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 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. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

- p. Pajama pants/nightwear.

High School Requirements

- a. Pants – Pants must be appropriately fitted at the waist and belted. Khaki (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. No undergarments can show.
- b. Shorts – Shorts must be appropriately fitted at the waist and belted. Khaki (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 black 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. Skirts – For girls: Only skirts purchased through designated uniform company will be accepted. Acceptable colors are khaki (tan), navy blue and black. Skirts 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, white, and grey. No patterns including argyles. Sweaters/vests can include cardigans, V-neck sweaters, pullovers or zippered varieties. No fleece garments or sweatshirts allowed.
- b. 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.

1. 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 outsourced 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.)

2. 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. Students and families are responsible for the care and cost of the provided technology. Laptops are valued at \$500 and chargers are valued at \$50. Failure to return these items in the same quality as when they were distributed will result in an accountability on your record. Accountabilities will delay the release of school records and diploma until they are paid in full.

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 the following:

- 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:

1. on school property
2. on transportation provided by the Board of Education
3. 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, theatres, 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:

1. The threat of outsiders coming into schools to harm and/or kidnap students and staff is very real;
2. 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
3. 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 violative 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 devise 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 detention.
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:

1. **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).
2. **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.

3. **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.
4. **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).

1. **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.

2. **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.

3. **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:

1. 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.
2. 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.
3. 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:

- 1. collaborating with the community;
- 2. meeting students' unique needs; and
- 3. 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 (detention, 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:

1. Counseling;
2. Increased supervision and monitoring of student to observe and intervene in bullying or teen dating violence situations;
3. Encouragement of student to seek help when victimized or witnessing victimization;
4. 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.

X. 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 (Instagram, Facebook, Twitter, Tik Tok 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:

1. If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
2. 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

1. Immediately intervene in all bullying and teen dating violence incidents.
2. Involve parents of bullies and target students of bullying and teen dating violence where appropriate.
3. Form “friendship groups” or other supports for students who are target students of bullying.
4. Involve school counselors or mental health professionals, where appropriate.
5. Assess the awareness and the scope of the bullying and teen dating violence problems at your school through student and staff surveys.

6. Closely supervise students on the playing fields and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
7. 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.
8. Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
9. 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.
10. Establish a confidential reporting system that allows children to report victimization and that records the details of bullying and teen dating violence incidents.
11. Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
12. 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.
13. Develop strategies to reward students for positive, inclusive behavior.
14. 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

15. 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.
16. 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.
17. Provide classroom activities and discussions related to bullying and teen dating violence, including the harm that they cause and strategies to reduce them.
18. 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.
19. 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.
20. 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.
21. Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.

22. 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.
 23. Refer both victims and aggressors to counseling whenever appropriate.
 24. 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.
 25. 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.
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1. 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:

1. seek immediate help from an adult;
2. report bullying/teen dating violence victimization incidents to school personnel;
3. 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;
4. privately support those being hurt with words of kindness or condolence;
5. express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
6. 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:

7. 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.
8. 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.
9. 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.
10. 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
11. 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.
12. 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.
13. 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.
14. 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 XI 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

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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, GUAR DIAN, TEACHER OR STAF F 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

It is the policy of the Bloomfield Board of Education to promote the health and wellbeing of students. Prior to establishing this policy, the school system created a Wellness Committee consisting of the Director of Pupil Services, the Director of Food Services, a member of the Board, a physical education teacher and a student to review federal and state guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among students. This policy is the result of the recommendations of the Wellness Committee.

Goals and Guidelines

Nutrition Education and Promotion

The marketing and promotion of healthy and nutritious food is an integral part of the school lunch program.

Lifelong wellness practices, including the importance of nutrition and exercise, are an integral part of the school health curriculum in all grades.

Students receive consistent nutrition messages from all aspects of the food program.

Physical Education and Other School-Based Activity

Recess at the elementary levels takes place outdoors whenever weather permits.

Students are given opportunities for physical activity through a range of before, during and after school activities, such as physical education, intramural sports, interscholastic sports, and clubs centered on physical activity.

The physical education curriculum at all levels emphasizes lifelong fitness and wellness.

Nutrition and School Dining Guidelines

School meals are designed to be appealing and attractive to children.

School meal breaks are established at appropriate times and are of appropriate duration.

The food served in all school cafeterias meets all state and federal guidelines for School Lunch Programs.

The guidelines applied to reimbursable school meals shall be not less than regulations and guidance issued by the Secretary of Agriculture pursuant to law.

Evaluation

The Director of Pupil Services is the Wellness Coordinator for the Bloomfield Public Schools. He shall take whatever steps he deems necessary to implement and evaluate the Wellness Policy of the Bloomfield Public Schools. In addition, the Wellness Coordinator shall report to the Superintendent at least annually regarding the implementation of the policy.

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.