



Student Handbook

2020-2021

The Bridge Academy Charter School is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation or any other basis provided by Connecticut State and/or Federal nondiscrimination laws. Inquiries regarding The Bridge Academy's nondiscrimination policies should be directed to the school administration at The Bridge Academy, 160 Pulaski St., Bridgeport, CT 06608, (203)-336-9999.

_____The Bridge Academy Charter High School_____

160 Pulaski St, Bridgeport, CT 06608
(203) 336-9999

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Mission Statement

The Bridge Academy is a small, caring, public charter school with a rigorous learning environment.

All members of The Bridge Academy community listen to and communicate with each other, are able to respond to diverse needs, and give the consistent effort necessary for personal and academic growth.

Name and Contact Information	Title
Tim Dutton timothy.dutton@bridgeacademy.org	Director of Operations
Tyrone Elliott tyrone.elliott@bridgeacademy.org	Director of Academics, High School Principal
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Welcome to Bridge Academy!

At Bridge Academy we know that every student wants to learn, get good grades and contribute to the school community in a positive way. If students are not doing these things we recognize that it is because they are lacking the necessary skills, whether those skills are academic or social/emotional.

For this reason, our primary objective is to teach students the skills they need to succeed in school and life. Toward this end, we use restorative practices which emphasize building relationships over punishment and prioritize doing things with students rather than to them.

This handbook is a guide to our expectations for behavior, the possible consequences for not meeting those expectations and some of the ways Bridge Academy works to support students in meeting these expectations. It also gives a detailed account of all state and federal requirements and statutes governing the running of a school. Please contact any of the administrators or Board members listed on page 2 of this document with questions.

Policy Changes

Please be advised that policies may change during the course of the school year. In the event of a policy change we will make a good faith effort to inform all stakeholders. Policy changes are made in response to the needs of our school and community.

Attendance

Good attendance is essential for success in school and we miss your children when they are not here! To ensure that your child is in school every day, please keep the following in mind:

- School begins at 7:45; students are expected to be in homeroom by 7:45.
- Students should only miss school if they are sick (e.g. a fever of over 100, vomiting, contagious disease, etc.).
- All doctor and other appointments should be made for after school hours.
- Two absences a month for the school year means that a child is missing more school than the vast majority of other students and puts your child at risk of being considered chronically absent.
- Morning routines are important; have a plan for when and how your child will get up and when they need to leave the house to catch the bus or walk to school in a timely manner.

Here is our Tiered Intervention Plan for Attendance. The goal of this plan is to ensure that all students are on time and in school every day that they are healthy:

The Bridge Academy Attendance Tiered Response Plan

Tiers:	Target Group	SRBI Strategies	Adult Responsibilities
TIER I Students missing less than 5%: satisfactory Students missing 5-9%: at risk	All students	*Engaging school climate *Positive relationships with students and families *Impact of absences on achievement is widely understood *Chronic absence data monitored *Good and improved attendance recognized *Common barriers identified and addressed	*Threshold greetings at front door, in halls and classrooms as students enter school *Note student attendance (e.g. "I missed you yesterday", "You've been doing a great job getting to school. How are you doing that?") *Attendance discussed at staff meetings *Phone call and text home by office

			every day a student is absent *Bi-weekly Attendance Committee Meetings
TIER II Students missing 10-19%: moderate chronic absence	Students missing 1 to 2 days per month of school	*Personalized early outreach *Action plan addresses barriers and increases engagement *Caring mentors *Attendance contract *PPT after 10 unexcused absences	*Administrators call home to discuss barriers to attendance *Administrators will send letters home with bar graph comparing student's attendance w/ school average *Attendance Committee assigns the student a mentor/buddy *Administrators hold parent meeting and sign Attendance Contract *Social workers hold student focus groups *Special Education teacher schedules PPT
TIER III Students missing 20% or more: severe chronic absence	Students missing more than two days a month of school	*Referral to appropriate outside agency (e.g. Family with Services Needs; ICAPS) *Legal intervention (last resort)	*Social worker, administrators and family coordinate outside agency response and support

Students who are often late to school or who are routinely absent once a month or more will:

- meet with the family, social worker and/or administrator to determine barriers to attendance and create a plan for improvement.
- be scheduled for a Planning and Placement Team meeting to determine if their attendance struggles are related to emotional or academic issues.
- be given an Attendance Plan in which barriers to attendance are documented and a plan for improved attendance created.
- be given an Attendance Contract in which failing grades are assigned on their report card with the understanding that grades will be reinstated once the student's attendance has improved.
- be at risk of not being promoted to the next grade.

Legal Reference:

Connecticut General Statutes

10-184 Duties of parents.

10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)

10-202e-f Policy on dropout prevention and grant program.

10-221) Board of Education to prescribe rules

Behavior Expectations

We will work with students to meet the PRIDE expectations outlined below:

Bridge Academy has PRIDE!

PRIDE	Classrooms Instructional	Common Areas: Hallways, Office	Technology	Assemblies, Gym
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	Settings	Areas, School Grounds, Bus, Bathrooms, Cafeteria		
Perseverance	<ul style="list-style-type: none"> • Come to school every day • Learn from mistakes • Complete assignments • Set goals 	<ul style="list-style-type: none"> • Utilize time efficiently & effectively • Be patient 	<ul style="list-style-type: none"> • Be patient • Stay on task 	<ul style="list-style-type: none"> • Listen to the speaker • Stay seated
Respect	<ul style="list-style-type: none"> • Meet expectations • Be on time • Be positive • Control your body & voice 	<ul style="list-style-type: none"> • Allow for personal space • Use appropriate language • Keep spaces clean & use appropriately 	<ul style="list-style-type: none"> • Use devices as directed • Phones/tech in lockers 	<ul style="list-style-type: none"> • Be quiet when asked • Cheer when appropriate
Integrity	<ul style="list-style-type: none"> • Do your own work • Accept responsibility • Be in uniform 	<ul style="list-style-type: none"> • Use manners & courtesy • Follow directions 	<ul style="list-style-type: none"> • Use citations • Use all technology positively 	<ul style="list-style-type: none"> • Appreciate the contributions & bravery of others • Transition in an orderly manner
Drive	<ul style="list-style-type: none"> • Commit to your task and work hard • Be responsible for missed work • Seek help • Participate & engage 	<ul style="list-style-type: none"> • Go directly to your destination • Support your own health and well being 	<ul style="list-style-type: none"> • Focus on YOUR tasks • Use technology as a tool 	<ul style="list-style-type: none"> • Be brave & participate • Relish recognition
Empathy	<ul style="list-style-type: none"> • Be considerate of others • Help others succeed 	<ul style="list-style-type: none"> • Show kindness, patience & tolerance • Be inclusive 	<ul style="list-style-type: none"> • Be kind & positive • Wait your turn/share • Think before you type 	<ul style="list-style-type: none"> • Be supportive • Encourage those who participate

Below is our Tiered Intervention Plan for supporting students in meeting behavior expectations:

The Bridge Academy Tiered Behavior Intervention Response Plan

Strategies to promote positive behavior and meeting expectations:

Daily Circle of Power and Respect to begin each day in homeroom
 Consistent behavioral expectations: PRIDE (Perseverance, Respect, Integrity, Drive, Empathy) behavior matrix posted in every classroom
 Consistent response by adults to behavior challenges
 Class charters in classrooms
 Restorative Practices used by all adults
 Recognition of positive behaviors, verbally and through Panther PRIDE Good News Notes and raffle tickets
 Robust program to create and maintain school connectedness - after school programs, whole school assemblies, experiential learning opportunities

Tiers	Target Group	Strategies	Adult Responsibilities	Accountability Plan
Tier I	All Students	<p>Response to misbehavior:</p> <ul style="list-style-type: none"> Minor infraction, teacher addresses student as privately and directly as possible and directly in the classroom or in the hall. Teacher uses: <ul style="list-style-type: none"> Positive narration Silent signals Shoulder to shoulder reminders Subsequent minor infractions and major infractions, teacher refers student to the office. 	<p>When student sent to the office:</p> <p>Teacher:</p> <ul style="list-style-type: none"> Referral in our School Wide Information System (SWIS) Call/email parent <p>Admin:</p> <ul style="list-style-type: none"> Hold a restorative conversation with student Meet with teacher to discuss. 	<p>Office keeps a log of student names who have been sent to office</p> <p>Admin</p> <ul style="list-style-type: none"> Check/edit referral in SWIS Check/edit Parent Contact Log Update Tier 2 tracker
<p>Once referrals (both in SWIS and to the office) demonstrate that a student needs more support, Tier 2 strategies are employed. (this generally would be 5 referrals in a week)</p>				
Tier II	10% of learners 10 M.S. 18 H.S.	<p>Interventions in addition to Tier 1:</p> <ul style="list-style-type: none"> Restorative conversation with admin, teacher and student together during prep time or outside of class time. Restorative Circles for groups of students who are struggling, either with each other or who share a similar challenge, such as attendance. After school meeting includes student and teacher "Make-Up Time" (make up missed work, restore the connection, work on something nonacademic such as organizing something in the classroom or school, etc.). Student meets once a week with social worker, either one on one or in small group. Assign an adult 'buddy' to the student to provide daily, positive interaction and support. <p>Strategies to promote meeting expectations:</p> <ul style="list-style-type: none"> Find out the root of the problem - what is causing the student to not behave? Address that issue (seat change; scaffolding/accommodations for academic work; health/nutrition issue; intervention time/resource room support; after school tutoring). Mutual agreement between teacher and student. Behavior Contract. 	<p>Teacher:</p> <ul style="list-style-type: none"> Referral in the School Wide Information System (SWIS) Call/email parent; record in tracker Plan "Make Up Time" to reconnect with student <p>Admin:</p> <ul style="list-style-type: none"> Hold a restorative conversation with student Meet with teacher to discuss. Call parent to set up "Make Up Time" <p>Social Worker</p> <ul style="list-style-type: none"> Schedules meetings and keeps notes on meeting. Contacts parent by phone weekly. 	<p>Office keeps a log of student names who have been sent to office</p> <p>Admin</p> <ul style="list-style-type: none"> Check/edit referral in SWIS Check/edit Parent Contact Tracker Update Tier 2 Response to Intervention (RTI) tracker <p>Social Worker/Admin provide weekly feedback to staff through shared document on meeting BIP expectations (in grade level staff meetings)</p>

		<ul style="list-style-type: none"> Daily report to home/parent. 		
<p>Should referrals (both SWIS and to the office) continue, then Tier 3 strategies are employed. (This could include an increase in frequency of referrals in a short amount of time as well as misbehavior types.)</p>				
Tier III	<p>5% of learners</p> <p>5 M.S.</p> <p>8 H.S.</p>	<p>Interventions in addition to Tiers 1 and 2:</p> <ul style="list-style-type: none"> Student Assistance Team constructs a Behavior Intervention Plan. Social Worker and Admin meet with parent and student to review BIP. Teachers provide feedback (to Admin, Social Worker and/or parent) through various communication tools (daily note home, behavior tally sheet, etc.) as outlined in the BIP. Social worker meets daily with student during What I Need (WIN) time, either one on one or in small group. Referral to appropriate outside agency (e.g. Family with Services Needs; ICAPS). 	<p>SAT team:</p> <ul style="list-style-type: none"> Develop BIP Meet/discuss progress on a weekly basis <p>Admin & Social Worker:</p> <ul style="list-style-type: none"> Meet with parent & student Reach out to appropriate outside agency to coordinate support services <p>Social Worker:</p> <ul style="list-style-type: none"> Meet daily with student during What I Need (WIN) time. 	<p>Social Worker/Admin provide weekly feedback to staff through shared document on meeting BIP expectations (in grade level staff meetings)</p>

***Suspension Policy**

We believe that suspension should rarely be given but understand that for some misbehavior, including fighting, weapons or drug possession, suspending a student may be necessary for safety reasons. In the rare instance that a student is suspended:

- they are not allowed to participate in any school activities that occur during the suspension.
- we will ask that a family member attend a readmission meeting with a school administrator to ensure the student's smooth transition back to school and class.

*See page 29 for state guidelines on suspension and expulsion

Phones and Other Electronic Devices

Through years of experience we have come to realize that phones are a terrible distraction to learning and productivity. For this reason, we work to help students create healthy boundaries around technology.

- Students must put their phones and other electronic devices in their lockers at the beginning of each day.
- If a student has their phone on their person the phone will be confiscated. Phones will be returned after the first infraction and kept until a parent picks it up after subsequent infractions.

Uniform

Our uniform policy is intended to ensure that students are not mistreated due to the clothes they wear, to make deciding what to wear in the morning easier and faster, to signal who is a student and who is not, and to indicate that all students at Bridge are members of the same team. Our uniform consists of the following:

- Pants:** Tan Docker/Khaki style pants worn at the waist (no cargo pants, jeans, corduroy, nothing too tight or too loose).
- Shirts:** Long or short-sleeved polo shirt.

- Grades 7, 8, 9 and 10: Navy blue.
- Grades 11, and 12: Navy blue, maroon, white, baby blue, yellow.
- **Shoes:** Any comfortable shoe with a back; no flip flops or slides.
- **Outerwear:** PLAIN Navy blue or black sweater, sweatshirt or half-zipper fleece (no hoods, logos, or full-zip jackets please).
 - Long-sleeved tee shirts to wear under the polo shirt to stay warm.
- No hats, doo rags, or bandanas (the type sometimes associated with gang membership).
- Half Day Fridays: It pays to be in uniform!
 - If all students meet uniform expectations the school will earn a dress down day every Friday; this dress down privilege will be lost if more than 12 uniform violations across all grades are recorded that week.
 - Dress down expectations: Shoulders and stomachs covered, leggings under ripped jeans, shorts and skirts to the knee or longer. Hats and doo rags are allowed on dress down days but bandanas are not.

Buses

Students who come to Bridge on a school or city bus are representing their school, family and community. For this reason it is expected that they stay seated at all times, refrain from distracting the driver, use only respectful, appropriate language, and treat others with consideration and kindness.

- Buses are assigned by distance of the student's home from school.
 - Middle school students who live more than one mile from school will be assigned a school bus.
 - High school students who live more than two miles from school will be given monthly city bus passes.
- Students who behave in a way that offends or distracts their driver, or are mean or disrespectful to others while riding the bus, may lose bus privileges.

After School

Bridge Academy offers a robust after school program with over 20 activities, clubs and sports. We encourage all students to join an after school sport or club. We expect that all students who stay after school will:

- have a way to get home promptly when their after school activity ends.
- wait quietly and calmly in the school vestibule or just outside the front door for their ride home.

Emergency Drills

Our first priority is keeping our students and staff safe. Toward this end, we have a thorough Crisis Plan that is updated annually and hold regular emergency drills including fire, lockdown, and lock-in lock-out. To minimize student anxiety around these drills, we always let students know when they are going to take place and remind students about important emergency protocols such as staying quiet and calm during all drills and actual emergencies.

Admission to Bridge Academy

To apply to Bridge Academy, families may pick up an application, request that an application be mailed to them, or fill out an application at <https://bridgeacademy.org/application/> (for English) or <https://bridgeacademy.org/solicitud-de-inscripcion/> (for Spanish).

Students are admitted to the 7th grade through a lottery held in January of the prior school year. Students not immediately accepted at this lottery will be placed on an ordered waitlist. This waitlist will be maintained for six years until this 7th grade class is expected to graduate. Any new application received after the lottery will be placed on the waitlist in the order it is received.

Students who apply to any grade other than 7th will be placed on our ordered waitlist.

Sibling Policy

When a student is accepted, that student's brothers or sisters may also be admitted to The Bridge Academy. The brothers and sisters must live in the same house as the accepted student. In addition, all family members in grades 7 through 12 must be admitted at the same time. Therefore, if a seventh grader is admitted and they have an older brother in the 10th grade, then the 10th grader may also enroll at Bridge Academy. If the older sibling does not want to enter at the same time as the 7th grader, The Bridge Academy will not hold their admission.

An accepted student must list younger brothers and sisters during the admission interview. Students listed on the admission sheet of an older brother or sister will be allowed admission when they are ready to enter the 7th grade, as long as the older brother or sister is still attending The Bridge Academy. Therefore, if an admitted 7th grader has a younger sister in the 5th grade, then the sister will be allowed immediate admission when she reaches the 7th grade as long as she has met all requirements to be a 7th grader.

Policy on Non-Discrimination

The Bridge Academy promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, The Bridge Academy strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The school Director shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the school will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

- (cf. 4 - Recruitment and Selection)
- (cf. 41UJ/4211.1 - Affirmative Action)
- (cf. - Nondiscrimination)
- (cf. - Grievance Procedure-Title IX)

- (cf. 18.113 - Harassment)
- (cf. 5145.4 - Nondiscrimination)
- (cf. - Sexual Harassment)
- (cf. - Peer Sexual Harassment)
- (cf. 5145.52 - Harassment)
- (cf - Student Grievance Procedure)
- (cf. - Nondiscrimination)
- (cf. - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 US.c. 2000e, et seq.

EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 US. C. 1681 et seq.

OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49,

SCaO 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19,2001)

Meritor Savings Bank. FSB v. Vinson, 477 US. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (US. Supreme Court, June 26,1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (US. Supreme Court,

June 26,1998)

Davis v. Monro County Board of Education, No. 97-843, (US. Supreme Court, May 24, 1999.)

Connecticut General Statutes

16a-60 Discriminatory employment practices prohibited.

15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")

153 Discrimination on account of marital status.

101 Protection of children from abuse.

Charter School Grievance Procedure

The Board of Education does not knowingly condone discrimination on the basis of race, color, national origin, sex, sexual orientation, or handicap in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging non-compliance may be directed to the School Director or in the Director's absence, the Middle School Co-Principals.

DEFINITIONS

- A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VII.
- The term "employee" is considered to apply to any employee of the The Bridge Academy.
- The term "student" is considered to apply to any student enrolled in the The Bridge Academy.
- The term "teacher" is considered to apply to any teacher employed by the The Bridge Academy.
NOTE: The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.
- An "aggrieved person" is the person or persons making the claim.
- The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

PURPOSE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VII.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

TIME LIMITS

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, the grievance shall be considered waived.

INFORMAL PROCEDURE

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.

DATES OF THE ALLEGED DISCRIMINATION

At the time the alleged discrimination complaint is filed, the Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

FORMAL PROCEDURE

1. Level One - Principal

•If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal. (If the Principal also holds the role of Director, then the complaint will automatically escalate to level two.)

•The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the School Director.

2. Level Two – School Director

- If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the school Director within five (5) days.
- The school director shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Director, the Director shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Director. The Director shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

3. Level Three – Governing Board Committee of the Board of Education

- If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.
- Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

GENERAL PROVISIONS

- Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.
- All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.
- Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.
- The School Director is the Title VII, Title IX and Section 504 Coordinator and he/she may be contacted at 336-9999.

Policy on Bullying

The Bridge Academy promotes a secure and happy school climate, conducive to teaching and learning, in which students are appreciative and accepting of individual differences and behave responsibly toward others. Therefore, it shall be the policy of the Board that bullying of a student or group of students by another student or group of students is prohibited.

In accordance with Connecticut State law, “Bullying” is defined as any overt acts by a students or group of students directed against another student or groups of students with the intent to ridicule, harass, humiliate, or intimidate the other student(s) while on school grounds, on the school bus or at a school sponsored activity, which acts are committed more than once against any student(s) during the school year. This policy may include provisions addressing bullying outside of the school setting if it has a direct and negative impact on a student's academic performance or safety in school.

Examples of bullying include, but are not limited to:

- 1.Physical violence and attacks
- 2.Verbal taunts, name-calling, and put-downs including ethnically-based or gender based verbal put-downs
- 3.Threats or intimidation
- 4.Extortion or stealing of money and/or possessions

- 5.Exclusion from peer groups within the school
- 6.Any mean behavior

Students who engage in any acts of bullying, while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials. The board expects prompt and reasonable investigations of alleged acts of bullying. The principal of The Bridge Academy or his/her designee is responsible for handling of all complaints of alleged bullying.

A comprehensive program to promote a positive school climate and address bullying is in place at The Bridge Academy, and extends to classrooms, common areas, such as the school bus, cafeteria and hallways. Our program offers:

- An extensive curriculum in grades 7 through 9 that teaches students about acceptance and how to handle mean behavior.
- Numerous activities to promote a positive climate in the school.
- The support of teachers, social workers, and administration for intervention both for those bullied and those bullying.
- Workshops for parents for dealing with the mean behavior of their children.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

In accordance with Connecticut anti-bullying statutes, The Bridge Academy's anti-bullying policy includes the following provisions:

- 1.Students may anonymously report acts of bullying to teachers, social workers and school administrators;
- 2.Parents or guardians of students may file written reports of suspected bullying;
- 3.Teachers and other school staff who witness acts of bullying or receive student reports of bullying must notify school administrators;
- 4.School administration must investigate any report of bullying, written or otherwise, anonymous or not, except no disciplinary action shall be taken **solely** on the basis of an anonymous report. However, an anonymous report will trigger an investigation, and where supported, after adequate investigation, the imposition of appropriate and/or corrective action;
- 5.The Bridge Academy has developed a prevention and an intervention strategy for school staff to deal with bullying;
- 6.The student codes of conduct includes language concerning bullying;
- 7.School administration must notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and invite those to attend at least one meeting concerning the bullying conduct. The notification to the involved parents will include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act (FERPA) and the district's Education Records policy and regulations; and

8. The Bridge Academy must maintain a list of the number of verified acts of bullying in the respective school and make such list available for public inspection and report such number to the Department of Education, annually and in such manner as prescribed by the Commissioner of Education.

Legal reference: Connecticut General Statutes

PA: 02-119.

Bullying Through the Use of Technology

One 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, emails, or instant messages.

There are a number of social networking sites (Instagram, Snapchat, Facebook, Twitter etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to the School Director. Please note that the Discipline Policy states that misuse of electronic devices, threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When you receive information 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 victim, please consider the following:

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

Safe School Climate Plan

The Bridge Academy Board of Directors has developed and implemented a Safe School Climate Plan to address the issue of bullying in its schools. The plan includes specific measures to alleviate the occurrence of bullying in schools so that students may learn in a safe environment.

Such plans include a venue for communication wherein students may anonymously report acts of bullying to school employees. The school principal must notify students and the families of students annually of the process by which they may make such reports.

A Bully Box shall be created and visible in each school's Main Office and it shall serve as a repository for students to submit complaints that shall be investigated. The Bully Box shall serve as a venue to enable the parents or guardians of students to file written reports of suspected bullying.

School employees who witness acts of bullying or receive reports of bullying are required to orally notify the Safe School Climate Specialist, who shall be the Principal, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

The Safe School Climate Specialist is required to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section. The Safe School Climate specialist is also required to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.

Each school year, the Professional Development Plan for the school shall include a training session for prevention and intervention strategies for school employees to use in dealing with bullying.

The student handbook shall provide for the inclusion of language of conduct concerning bullying.

The school principal is required to notify the families of students who commit any verified act of bullying and the families of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and consequences that may result from the commission of further acts of bullying.

The school is required to invite the families of a student who commit any verified act of bullying and the families of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying.

Each principal shall document and maintain records relating to reports and investigations of bullying through the SWIS behavior referral system and maintain a list, through a log, of the number of verified acts of bullying in such school and make such list available for public inspection. The school principal shall annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education.

The school principal shall work with the school psychologist, social worker and/or guidance counselor to direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline. These interventions shall be plans for both bully and victim that shall run through a determined date not to exceed June 30 of each school year.

The Board of Directors prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.

The principal shall direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying.

The principal of the school or the principal's designee, is required to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.

It is the intent of this plan to prohibit bullying:

- [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:

- (i) creates a hostile environment at school for the student against whom such bullying was directed,
- (ii) infringes on the rights of the student against whom such bullying was directed at school, or

- (iii) substantially disrupts the education process or the orderly operation of a school;

At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and all school employees are required annually to complete the training described in C.G.S. 10220a, as amended.

School Ceremonies and Observances

Silent Meditation

The Bridge Academy directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Pledge of Allegiance

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary. If, because of a personal philosophy or belief, a student has made a decision not to recite the Pledge, they may choose to remain seated and silent. Students may wish to use this time to reflect on their belief or remember loved ones. In any event, all students must be courteous and respectful to the beliefs of others.

Internet Users Policy

It is the mission of the Bridge Academy to develop a community in which all students acquire the skills and confidence to meet the challenges of a changing and increasingly diverse society. Bridge Academy is committed to providing staff and students with the resources and tools needed to accomplish this mission. The Internet is just such a resource. The Internet provides staff and students with opportunities to share resources, communicate ideas, and create innovative projects.

With access to the Internet comes the availability of materials that may not be considered of educational value in the school setting. While precautions have been taken to restrict access of controversial and inappropriate materials, it is impossible to control all materials. Therefore, the user must be responsible for adhering to the districts' Internet Telecommunications Acceptable Use Policy.

An Acceptable Use Policy (AUP) is a written agreement signed by students, their parents, and their teachers, outlining the terms and conditions of Internet use. These terms and conditions serve to ensure the smooth operation of the network and guide the user to efficient, ethical and legal utilization of network resources.

Since the use of the Bridge Academy Internet connection is a privilege, not a right, the user must understand the consequences of inappropriate use of this resource. Any conduct that is in conflict with the responsibilities outlined below is unethical and may result in termination of access to the network.

Terms and Conditions

Each student will agree in writing to the following:

I agree to adhere to the following terms and conditions prior to using the Internet facilities in the Bridge Academy. I understand that the Bridge Academy makes no warranties of any kind for the service it is providing. The Bridge Academy will not be responsible for the accuracy or quality of the information obtained through its Internet services. Nor will the Bridge Academy be responsible for any damages suffered by the user, including loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions.

I agree to accept responsibility for my use of the Bridge Academy connection to the Internet. As a user, my responsibilities are:

1. to use the Internet in ways which are legal and not harmful physically, financially or otherwise to others or their property;
2. to refrain from accessing or transmitting information that may be deemed obscene or pornographic;
3. to protect myself and others by not revealing personal addresses or telephone numbers over the Internet as Internet communications are not private;
4. to refrain from using impersonation, anonymity or pseudonyms;
5. to keep all passwords and account numbers confidential and not share a personal account with anyone;
6. to use the Internet only with the permission of the staff members in charge and or a building staff member or an administrator;
7. to secure permission before subscribing to list serves, news groups, bulletin boards and other online promotional services;
8. to be polite and considerate of others, utilizing appropriate Internet etiquette and abiding by school rules regarding tile use of inappropriate offensive language, discriminatory, defamatory remarks, threatening messages and other anti-social behavior;
9. to refrain from commercial, religious or political activities (defined as lobbying, buying, selling, bartering or advertising), including but not limited to the use of credit cards, without the written permission of the building administrator (1)business manager assistant superintendent in the case of staff committing budget funds);
10. to avoid disruption of the use of the network by others, including but not limited to tampering with hardware or software, vandalizing data, introducing or using computer viruses, attempting to gain access to restricted information or networks, downloading or sending large files or mass e-mailings;
11. to adhere to all institutional and third party copyright laws and license agreements and not install unauthorized software on district computers; and
12. to report any problems, security breeches or violations of these responsibilities to the supervising staff member immediately.

NOTICE: The Bridge Academy reserves the right to amend the acceptable use policy and procedures without notice in order to protect the rights of users and the integrity of the network.

Based on the acceptable use guidelines outlined above, the building Internet Administrator will deem what is inappropriate use and his/her decision will be final. Users are advised that all messages transmitted and documents created on the district network are the property of the school system and network administrators have the right to review and edit/remove any material which they believe may be unlawful obscene, abusive or otherwise objectionable. If a Bridge Academy user violates any of the provisions outlined in the AUP, his/her network access will be terminated and disciplinary action will be taken. The violator will also be held financially responsible for any damages/losses. The signature at the end of this document is binding and indicates that the parties who signed have read the terms and conditions and understand their significance.

Complaints, violations and/or abuse in the use of the Internet must be reported to an administrator.

STUDENT USER

Student

I understand and will abide by the terms and conditions of the above Internet Telecommunications Acceptable Use Policy. I further understand that any conduct that is in conflict with the responsibilities outlined in the policy is unethical and will result in termination of my access to the network and possible disciplinary or legal action:

Student Name: (please print) _____ Home Phone: _____
 School: _____ Grade: _____ Age: _____
 Student Signature: _____ Date: _____

Parent or Guardian

As parent or guardian of the student named above, I have read the Internet Telecommunications Acceptable Use Policy for accessing Bridge Academy Internet connection. I understand that this resource is designed for educational purposes. I also understand that while precautions have been taken to restrict access to controversial materials, it is impossible to control all material available on the Internet. I will not hold the school district liable for any direct or indirect, incidental or consequential damages due to information gained and/or obtained via use of the Internet in Bridge Academy. I hereby give my permission for (Name of Student)_____ to access the Internet or other telecommunication services and certify that the information on this form is correct.

Parent or Guardian Name: (Please print)_____

Signature:_____ Date:_____

Sponsoring Teacher

I have read the Internet Telecommunications Acceptable Use Policy and agree to review this policy with the student. I agree to instruct the student on acceptable use and proper network etiquette. Because the student may use these resources for individual work or outside the context of my class, I can not be held responsible for student use (misuse of the Internet or other telecommunications Services. I also certify that I will use follow Acceptable Use Policy for the Internet in my use of the telecommunication services at The Bridge Academy.

Teacher’s Name and Title: (Please print)_____

Signature:_____ Date:_____

Asbestos Notice

On October 30, 1997, the Federal Government enacted legislation for application through the Environmental Protection Agency (EPA)1 entitled the Asbestos Hazard Emergency Response Act (AHERA). The law requires all elementary and secondary schools, both public and private, to conduct inspections to determine the location of asbestos containing materials and subsequently, to develop a management plan to ensure proper maintenance of these materials. This legislation requires, moreover, that students’ parents and teachers be apprised of the results of such Inspections. This notice is provided to comply with that requirement.

In consultation with a state certified contractor, Bridge Academy has submitted the required asbestos survey report and management plan to the State Department of Health. As required, the management plan will be available for public inspection during normal school hours in the main office.

Drug Free Workplace/Drug Free Schools and Communities

he unlawful manufacture, distribution, dispensing, possession or use of controlled substances, illegal drugs or alcohol is prohibited at any workplace under the control of the Bridge Academy and at any school sponsored activity.

Compliance with these standards of conduct is mandatory and any employee who violates them is subject to disciplinary action up to and including termination and referral for prosecution.

Disciplinary action may include but is not limited to a letter of reprimand, suspension or termination from employment and/or enrollment and successful completion of an appropriate substance abuse rehabilitation program.

Further, it is a condition of employment for any employee working under a federal grant to abide by the terms of this statement regarding the maintenance of a drug free workplace. Employees are further required to notify this employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

Sexual Harassment Policy and Procedures

It is the policy of The Bridge Academy to maintain a learning and working environment that is free from sexual harassment. The Bridge Academy prohibits any form of sexual harassment.

It shall be a violation of this policy for any student, employee, individual under contract or volunteer subject to the control of The Bridge Academy to harass a student, employee, individual under contract or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to: insulting or degrading sexual remarks or conduct, threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that person's employment or educational performance or create an intimidating, hostile or offensive work or educational environment.

Sexual harassment by a student, employee, individual under contract or volunteer will result in disciplinary action up to and including dismissal or expulsion.

Any person who believes he or she has been the victim of sexual harassment by a student, employee, individual under contract or volunteer of The Bridge Academy is encouraged to promptly report such complaints to the administration or other person designated to receive complaints. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation consistent with The Bridge Academy's legal obligations and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

Legal References:

- 42 U.S.C. 2000 e (Title VII)
- 29 C.F.R. 1604.11 (EEOC Guidelines on Sexual Harassment)
- 20 U.S.C. 1681-1688 (Title IX)
- Connecticut General Statutes 46a-60 (q) (8)

Meal Policies

The Bridge Academy offers all students breakfast and lunch every day at no cost.

- The kitchen cannot hold refrigerated food for the students.
- Students are required to be responsible for their lunch tables including removing all garbage and placing it in the proper receptacles.
- Bagged lunches will be provided if a student is going on a field trip or outdoor education trip.

Food from Home

Students may bring food from home. Food should be stored in the student's book bag. The school has a microwave available in the cafeteria.

Food cannot be delivered to students from outside vendors during school hours.

Special Diets

If your child requires a special diet please let our office know in writing of their need and we will seek to accommodate their requests. In addition, if your child has a specific food allergy, please alert our school nurse with a doctor's note describing the allergy, and we will make appropriate accommodations.

Because many of our students have nut allergies, please do not send your students to school with any foods that contain nuts or seeds. These foods will be confiscated.

Upon request, Bridge Academy staff will provide food ingredients and other information to parents so that they may make informed decisions about menu choices for their children while at Bridge Academy. To the extent possible, staff will work with families to meet students' dietary needs.

Nutritional Quality of Foods and Beverages Sold and Served at The Bridge Academy

Goals:

- To provide students with access to a variety of affordable, nutritious and appealing foods that meet students' health needs and accommodate ethnic and cultural food preferences.
- For meals to include a variety of healthy choices that meet USDA requirements and the Dietary Guidelines for Americans, and are modified, as appropriate, for special dietary needs.
- To encourage healthy choices for students, Nutrition Standards used by the District will provide clear guidance about foods and beverages available on Bridge Academy grounds throughout the school. The Nutrition Standards will focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size. Procedures and practices will encourage the consumption of nutrient-dense foods, such as whole grains, fresh fruits, vegetables, and low-fat dairy products.

The Bridge Academy Nutrition Standards for Meals

- Bridge Academy meals will include a variety of healthy choices and meet minimum USDA requirements and the Dietary Guidelines for Americans.
- Bridge Academy meals consist of the "plate lunch" set by the USDA and State of Connecticut General Statutes.
- Bridge Academy meals will include no more than 30% of an individual's calories from fat, and less than 10% from saturated fat; and meet 1/3 of the Recommended Daily Allowances of Protein, Vitamin A, Vitamin C, iron, calcium, and calories.
- Bridge Academy meals will offer a variety of fruits and non-fried vegetables each day and will offer five different fruits and vegetables over the course of a week.
- Bridge Academy will serve low-fat and fat-free milk and may offer non-dairy milks.
- Bridge Academy will ensure 51% of the served grains are whole grain. We will be working to have 100% whole grains served by the school year 2014-15 meeting the USDA standards.
- Bridge Academy will prepare all foods with minimal added salt, fat, and sugar meeting USDA guidelines.
- To the extent possible, Bridge Academy will prepare foods which are free of trans-fatty acids.

Menu Planning

- Bridge Academy meals will be appealing and attractive to students.
- Bridge Academy meals will be served in clean and pleasant settings.
- Bridge Academy meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color, and eye appeal.
- Input from students, staff and parents will be considered when planning Bridge Academy lunch menus.

Breakfast

Breakfast will be offered free of charge to all students every morning.

Sharing of Foods and Beverages

Given concerns about allergies and other restrictions on some children's diets, students are discouraged from sharing their foods or beverages with one another during meal or snack times.

Meal Times and Scheduling

- The Bridge Academy will allow students at least twenty minutes for lunch.

- Bridge Academy will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- Bridge Academy will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
- Bridge Academy will take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of Bridge Academy Food Service Staff and Cafeteria Supervisory Personnel

- Qualified nutrition professionals will administer the Bridge Academy meal programs.
- Staff development programs will be provided for all Bridge Academy lunch service and supervisory personnel. Training will include appropriate certification and other programs emphasizing wellness.
- Cafeteria Monitors will also be trained on how best to manage and assist children in eating their lunches while maintaining a calm, orderly and relaxed environment.

Foods and Beverages Sold Individually

The Bridge Academy food service program will approve and provide all food and beverage sales to students in The Bridge Academy.

In The Bridge Academy, all foods and beverages sold individually outside the reimbursable Bridge Academy meal programs (including those sold a la carte, in vending machines, student stores, or fundraising activities) during the day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

- All Beverages sold at The Bridge Academy will meet the standards set in section 10-221g of the Connecticut General Statutes for all public schools in Connecticut.
- 1% low fat and fat free flavored Milk
- All Juices will be 100% fruit or vegetable
- No Artificial Flavors or colors
- No Preservatives
- No Flavor enhancers
- No emulsifiers or thickeners
- No added sodium

Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners; beverages that contain caffeine.

Food Items Sold Individually

All food (snacks) sold a la Carte will meet the Connecticut Nutrient Standards. The healthy food book is available for all students, family, and staff at The Bridge Academy.

Currently, we encourage students to have lunch before purchasing ala carte food. The snack window is not opened until after lunch has been completely served. In doing this, we have seen an increase in students eating the lunch.

General rules of snacks:

- No more than 200 calories.
- No more than 35% of total calories from fat.
- No trans-fat.
- No more than 15 grams of total sugar

- No more than 35% of Sugar by weight
- No more than 480 Mg Sodium
- No artificial flavors or colors
- No hydrogenated or partially hydrogenated oils
- No high fructose corn syrup

Examples of items offered daily:

- Fresh fruit
- Garden Salad
- 4 OZ yogurt
- 4 OZ of 100% juice
- A variety of other items that meet the CT nutrient standards are available.

Fundraising Activities

The following recommendations are made to promote healthy choices for children related to fundraising activities supported by Bridge Academy:

- Items such as books, gift wrap, candles, plants, flowers, Bridge Academy promotional items, etc. are suggested to replace food items.
- Bridge Academy will encourage fundraising activities that promote physical activity.

Parties

Parties at Bridge Academy should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Bridge Academy will disseminate a list of healthy party ideas to parents and teachers. The needs of students with food allergies must be considered when making decisions about party foods and beverages.

Nutrition Promotion Through Health Education

Health Education: The Bridge Academy's aim is to teach, encourage, and support healthy eating by students. Bridge Academy provides nutrition education as part of a sequential, comprehensive, standards-based health education program designed to provide students with the knowledge and skills necessary to promote and protect their health.

The health education program:

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, and farm visits;
- links with Bridge Academy meal programs, other Bridge Academy foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Food Marketing

Bridge Academy-based marketing will be consistent with nutrition education and health promotion. As such, Bridge Academy will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

No Food in Class

Food will not be allowed in Bridge Academy classrooms without the permission of the classroom teacher. Students will be able to eat their own food before 7:45 AM and during the lunch period.

Wellness, Nutrition and Physical Activity

This procedure was created by local boards of education to address the June, 2004, Child Nutrition and WIC Reauthorization Act and the June , 2005, directive from the Governor of Connecticut to the Commissioner of Education to establish guidelines to promote the development and implementation of comprehensive Bridge Academy nutrition policies.

Wellness Advisory Committee

The Bridge Academy maintains a Governing Council that acts as the Wellness Committee which includes district and Bridge Academy staff and parents. The Governing Council discusses wellness activities each month. In addition, the Governing Council will have one meeting a year that includes representatives from food service and the nursing staff. The committee will make recommendations to the Bridge Academy staff to promote student health and wellness and, together with district and Bridge Academy administrators, will monitor implementation and evaluation of this procedure.

Wellness Mission Statement

The mission of the District Wide Wellness Committee is to promote healthy eating habits and physical fitness in relation to childhood development and long-term health. We will accomplish this mission by working with the community, the Bridge Academy administration, the teachers and food services to maximize Bridge Academy procedures that encourage wellness through nutrition and physical activity.

Communications with Parents

- The Bridge Academy will support parents' efforts to provide a healthy diet and daily physical activity for their children.
 - The Bridge Academy will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on Bridge Academy websites, and provide nutrient analyses of Bridge Academy menus.
 - The Bridge Academy will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards for individual foods and beverages.
 - The Bridge Academy will provide parents a list of suggested foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.
 - The Bridge Academy will provide opportunities for parents to share their wellness practices with others in the Bridge Academy community:
- Parents and other family members are invited to periodically eat with their student in the cafeteria.
 - Families are invited to attend exhibits of student nutrition or health fairs
 - Bridge Academy will work with community institutions to assure screening services are available for interested families
 - The Bridge Academy will provide information about physical education and other Bridge Academy-based physical activity opportunities before, during, and after the Bridge Academy day; and support parents' efforts to provide their children with opportunities to be physically active outside of Bridge Academy. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Staff Wellness

The Bridge Academy values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

Physical Activity Opportunities and Physical Education

All students in grades 7-11, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education between 40 and 60 minutes per week for at least half of the Bridge Academy year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 80-90 percent of physical education class time participating in moderate to vigorous physical activity. Students will learn a wide-range of lifetime activities that teach ways to stay active at home and for a lifetime.

Physical Activity Opportunities Before and After School

The Bridge Academy encourages all students to participate in extracurricular physical activity programs, such as clubs or intramural sports. The Bridge Academy will offer interscholastic sports programs and will allow high school students to participate in sports at other district schools. Bridge Academy will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Before and after-Bridge Academy enrichment programs will encourage daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other Bridge Academy and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Monitoring of Procedure Implementation and Evaluation

The Wellness Advisory Committee will monitor and evaluate the implementation of the District's Wellness procedure and its nutrition and physical activity components, receive any recommendations of changes to the procedure and serve as a resource to Bridge Academy sites.

The committee shall meet a minimum of three times yearly to review the procedure to determine if it is meeting current needs and/or to revise the procedure based on those needs.

In addition to the monitoring of the Wellness Committee, the food services program in the The Bridge Academy is continually monitored and evaluated by the Food Services Director and staff. Similarly, the health and physical education programs in Bridge Academy are continually monitored and evaluated by the Coordinator of Health and Physical Education and staff. The PTA Council Wellness Committee, which is made up of parent representatives from the Bridge Academy, will also monitor procedure implementation, engaging in two-way communication with the Wellness Advisory Committee to improve programs and services district-wide.

Directory Information

The school may disclose any of the items listed as "directory information" without prior written consent unless notified in writing to the contrary.

"Directory Information" means one or more of the following items: Student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade levels, electronic mail address, weight and height of members of athletic

teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student.

Military services representatives shall have access to directory information subject to the knowledge and consent of the parent or guardian of the student or the student who has attained majority status.

Any person or organization denied the rights under this policy shall have the right to request a review of the decision by the Board of Education By filing a written request with the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

1 210 (11) Access to public records. Exempt Records
10-221B Boards of Education to establish written uniform policy re treatment of recruiters.
P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

Sample Letter

Dear Parent or Guardian:

Certain directory information may be released to media, colleges, civic, or school-related organizations and state or governmental agencies, including military recruiters, as well as published programs for the athletic, music, and theater presentations of this school district.

Directory Information includes the following kinds of information:

1. Name of Student
2. Address
3. Telephone Number
4. Major field of Study
5. Participation in officially recognized activities and sports
6. Height and weight of members of athletic teams
7. Dates of attendance
8. Degrees and Awards received
9. Most recent school attended
10. Date of Birth
11. Photograph
12. Videotape not used in a disciplinary manner
13. Student work for display at the discretion of the teacher (no grade displayed)

Please circle the categories of information, if any, listed above that you do **not** wish to be released without your specific prior written permission.

_____ The release of all Directory Information is denied.

This form must be completed and returned to the school principal within ten (10) days after publication of the notice on "Directory Information".

Name of Student

grade

Parent Signature

Date

Homeless Students

The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education, which may exist in district policies or practices.

Homeless students, as defined by Federal and State statutes, residing within the school district shall be entitled to free school privileges. Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. Continue to provide educational services , including transportation between the temporary shelter and the school in the same district: or
2. Pay tuition to the district in which the temporary shelter is located.

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

1. Continued in the school that the student attended when permanently housed or the school of last enrollment; or
2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services, and food and nutrition programs.

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

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

1. Enrollment requirements which may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
2. Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived at the discretion of the director.
3. Customary transportation policies and regulations may be waived at the discretion of the Director.
4. Official school records policies and regulations may be waived at the discretion of the Director.
5. The district shall make a reasonable effort to locate immunization records from information available or shall arrange for students to receive immunizations through health agencies and at district expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education Policy on immunizations.
6. Other barriers to school attendance by homeless youth may be waived at the discretion of the Director.

Legal Reference: Connecticut General Statutes

10-253e

17-101

17a-102

17a-103

17a-106

46b-120 Definitions

Stewart B. McKinney Homeless Assistance Act, 20 USC 123d (PL100-77)

Title I Parent Involvement

The Bridge Academy 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 term “parent” also includes guardians and other family members involved in supervising the child’s schooling.

The Bridge Academy will annually review jointly with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, 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 goals.

In addition to the required annual meeting, at least three additional meetings shall be held (at various times in the day or the evening) for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Timely information about programs provided under Title I
2. A description and explanation of the curriculum in use in the school, 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
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program.

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

The parents of children identified to participate in Title I progress 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.

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 participating, 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 minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Removal/Suspension/Expulsion

It is the policy of Bridge Academy to limit the use suspension and expulsion as a disciplinary tool and to work to minimize any barriers to appropriate behavior through restorative practices and other strategies. However, in the case that suspension or expulsion is deemed necessary for student and school safety, it is important for families to be aware of the following:

I – DEFINITIONS

- A. **“Exclusion”** is defined as any denial of public privileges to a student for disciplinary purposes.
- B. **“Removal”** is defined as an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond 90 minutes.
- C. **“Suspension”** is defined as an exclusion from school privileges and/or from transportation services for not more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
- D. **“In-school suspension”** is defined as an exclusion from regular classroom activity for not more than five consecutive school days, but not an exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. An in-school suspension shall not constitute a “suspension” or “expulsion” under this policy.
- E. **“Expulsion”** is defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. Such period of exclusion may extend to the school year following the school year in which such exclusion was imposed.
- F. **“Emergency”** is defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- G. **“Days”** is defined as days when school is in session.
- H. **“School sponsored activities”** are defined as any activity sponsored, recognized or authorized by The Bridge Academy and includes activities conducted on or off school property.
- I. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
- J. **“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
- K. **“Dangerous instrument”** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and a dog that has been commanded to attack.
- L. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

- M. **“Vehicle”** means a “motor vehicle” as defined as Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
- N. **“Martial arts weapon”** means a nunchaku, kama, kassari-fundo, octagon sai, tonfa or Chinese star.

II - REMOVAL FROM CLASS

- A. Each teacher shall have the authority to remove a student from class when such student deliberately causes a serious disruption of the educational process with the classroom, provided that no student shall be removed from class more than six times in any year, nor more that twice in one week unless such student is referred to the building administrator, or his/her designee, and granted an informal hearing as set forth in section IV C of this policy.
- B. Whenever any teacher removes a student from the classroom, such teacher shall send the student to a designated area and shall immediately inform the building administrator or his/her designee as to the name of the student against whom such disciplinary action was taken and the reason for dismissing from the classroom.

III - STANDARDS GOVERNING SUSPENSION AND EXPULSION

Conduct which endangers persons or property or is seriously disruptive of the educational process shall be considered cause for a suspension or expulsion. Included within such prohibited conduct are the following:

1. Conduct causing a threat of injury to the student or others;
2. Use of physical force against another person which is not reasonably necessary for self-defense;
3. Theft of personal or school property, or taking or attempting to take personal property or money from another person, or from his/her presence, by means of force or fear;
4. Willfully causing, or attempting to cause, damage to school property;
5. Participation in an unauthorized occupancy of any part of any school or school premises or other building owned by any school district, and failure to leave such school premises or other facility promptly after having been directed to do so by the administrator or other person then in charge of such building or facility;
6. Intentional incitement which results in an unauthorized occupation of any part of a school or other facility owned by any school district;
7. Possession, use, transmission or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
8. Possession or transmission of a facsimile of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana;
9. Knowingly being in the presence of those who are in possession of, using, transmitting, or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana, alcoholic beverage, or intoxicant of any kind;
10. Possession or transmission of any firearm, knife, explosive, deadly weapon, martial arts weapon or other dangerous instrument or facsimile thereof;
11. Using or copying the academic work of another and presenting it as his/her own without proper attribution; along with using unauthorized information for a classroom assignment or test without the permission of the teacher.
12. Consuming tobacco products in an unauthorized area;
13. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
14. Intentional and successful incitement of truancy by other students;
15. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property, and;
16. Violation of any other board policy or rule dealing with student conduct including that dealing with conduct on school buses.

IV - SUSPENSION PROCEDURE

- A. The school administrator of each school is authorized to invoke suspension for a period of up to ten (10) days, or to invoke in-school suspension for a period of up to five (5) days, of any student for one or more of the reasons stated in section III, above, in accordance with the procedure outlined in Paragraph C of this section. Moreover, the school administrator is authorized to suspend a student from transportation services whose conduct while receiving transportation violates the standards set forth in Section III, above. The school administrator is authorized to immediately suspend any student when there is an emergency as defined in section I, above.

If an emergency exists, the hearing outlined in Paragraph C of this section shall be held as soon as possible after the suspension.

- B. In the case of suspension, the school administrator shall notify the Governing Board within twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason for suspension. Any student who is suspended shall be given an opportunity to complete any class work including but not limited to examinations missed during the period of his/her suspension.
- C. Except in the case of an emergency as defined in section I, above, a student shall be afforded the opportunity to meet with the school administrator and to deny the stated charges prior to the effectuation of any period of suspension or in-school suspension. If at such a meeting the student denies the stated charges he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The school administrator shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the school administrator may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension or expulsion.
- D. No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in section V. B. of this policy is first granted.
- E. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in section V.B. of this policy is first granted.
- F. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.

V - EXPULSION PROCEDURES

The Bridge Academy of education may expel any student for one or more of the reasons stated in Section III, if, in The Bridge Academy's judgment, such disciplinary action is in the best interests of the Academy. The procedures outlined in Paragraphs A and B, below, shall be followed prior to the effectuation of any expulsion unless an "emergency" as defined in section I, above, exists. If an emergency exists, such a hearing shall be held as soon after the expulsion as possible.

- A. The administrator shall notify the student concerned, and his/her parents, or the student if he/she has attained the age of eighteen (18), that expulsion is under consideration. Such notice shall contain the information required under Paragraph B of this section. Three members of the Governing Council shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board Members sitting in the expulsion hearing vote to expel provided that three affirmative votes shall be required for expulsion.
1. Expulsion proceedings pursuant to this section shall be required whenever there is reason to believe that any student 1) was in possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, on school grounds or at a school-sponsored activity; 2) off school

grounds, did possess a firearm or did possess and use such a firearm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime; or 3) on or off school grounds, offered, offered for sale or distribution a controlled substance as defined in Connecticut General Statutes, 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or administering is subject to criminal penalties under 21a-277 and 21a-278. A student shall be expelled if the Governing Council finds that the student did so possess or so possess and use, as appropriate, such a firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance for a period of one calendar year, provided the period of expulsion may be modified on a case-by-case basis.

- B. The procedure for any hearing conducted under this section shall be determined by the hearing officer or Governing Council chairperson, as appropriate, but shall include the right to:
1. Notice of the proposed hearing which shall include:
 - a. a statement of the time, place, and nature of the hearing;
 - b. a statement of the legal authority and jurisdiction under which the hearing is to be held;
 - c. reference to the particular sections of the Connecticut General Statutes or school policies involved;
 - d. a short and plain statement of the matters asserted, if such matters have not already been provided they may be limited to a statement of the issues involved if it is not possible to state the issues in detail at the time such notice is served. Upon request from the student concerned a more definite and detailed statement of the issues shall be furnished; and
 - e. a statement, where appropriate, that the Academy is not required to offer an alternative educational opportunity to any student between the ages of sixteen and eighteen who (1) has been expelled previously or (2) is found to have engaged in conduct which endangered persons and involved (a) possession on school property or at a school-sponsored activity a firearm, deadly weapon, dangerous instrument or martial arts weapon, or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance as defined by law. (See section VIII on Alternative Educational Opportunity);
 2. The opportunity to be heard;
 3. The opportunity to present witnesses and evidence;
 4. The opportunity to cross-examine adverse witnesses;
 5. The opportunity to be represented by counsel; and
 6. Prompt notification of the decision of the Governing Board which decision shall be in writing if adverse to the student concerned.
- C. The record of any hearing held in an expulsion case shall include the following:
1. All evidence received or considered by the Governing Board, including a copy of the initial letter of notice of proposed expulsion, if any, and a copy of all notices of hearing;
 2. Questions and offers of proof, objections and rulings on such objections;
 3. The decision of the Governing Council rendered after such hearing; and
 4. The official transcript, if any, of proceedings relating to the case, or, if not transcribed, any recording or stenographic record of the proceeding.
- D. Rules of evidence at expulsion hearings shall include the following:
1. Any oral or documentary evidence may be received by the Governing Board but as a matter of policy irrelevant, immaterial or unduly repetitious evidence shall be excluded;
 2. The Governing Board shall give effect to the rules of privilege recognized by law;
 3. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;

4. Documentary evidence may be received in the form of copies or excerpts if the original is not readily available provided, however, that any party to a hearing shall be given an opportunity to compare the copy with the original;
5. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
6. The Governing Board may take notice of judicially cognizable facts in addition to facts within the Governing Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noted;
7. In determining the length of an expulsion, the Governing Board may receive and consider evidence of past disciplinary problems, which have led to removal from a classroom, in-school suspension, suspension or expulsion; and
8. A record of any oral proceedings before the Governing Board at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party.
9. Decision shall be in writing if adverse to the student and shall include findings of fact and conclusion necessary for the decision. Findings of fact made by the Governing Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
10. Any student who is expelled shall be offered an alternative educational opportunity consistent with the requirements of state law as set forth in Section VIII of this policy.
11. Whenever a student is expelled pursuant to the provisions of this policy, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if the student graduates from high school.
12. Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is complete and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Governing Council shall complete the expulsion hearing and render a decision.
13. The Governing Board may adopt the decision of a student expulsion hearing conducted by another school district, provided that the Governing Board shall hold a hearing pursuant to this policy which shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of The Bridge Academy. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements and this policy.
14. Whenever a student requiring special education services is found to have: (1) been in possession of firearm, deadly weapon, dangerous instrument or martial arts weapon, on school grounds or at school sponsored activity; (2) off school grounds, possessed a fire arm or possessed and used such a fire arm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime; or (3) off school grounds offered for sale or distribution a controlled substance as defined in Connecticut General Statutes 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Sections 21a-277 and 21a-278, said student shall be referred to a planning and placement team for a determination of whether the above behavior is a manifestation of the student's disability and, if so, for modification of his/her individualized educational plan in order to prevent the reoccurrence of such behavior and to ensure the safety of other children in the school.

VI - NOTIFICATION TO PARENTS OR GUARDIAN

The parents or guardian of any minor student against whom disciplinary action is taken under this policy shall be given notice of such disciplinary action within twenty-four (24) hours of the time the student was excluded.

VII - SPECIAL EDUCATION STUDENTS

Students requiring special education and related services shall be subject to discipline consistent with state and federal law.

VIII - ALTERNATIVE EDUCATIONAL OPPORTUNITY

The Governing Board recognizes its obligation to offer any student, under the age of sixteen (16), who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such a student who does not choose to have his or her child enrolled in an alternative program shall not be subject to the provisions of section 10-184 of the General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Governing Board. Such alternative may include, but shall not be limited to, the placement of such student in a regular classroom program of a school other than the one from which the student has been excluded and, for students at least sixteen (16) years of age, placement in an adult education program. In determining the nature of the alternative educational opportunity to be offered under this section the Governing Board may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

State statutes do not require the Governing Board to offer an alternative educational opportunity to a student between the ages of sixteen (16) and eighteen (18) who has been expelled previously or who is expelled because of conduct which endangers persons and it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) possession on school property or a school-sponsored activity of a firearm, deadly weapon, dangerous instrument, or martial arts weapon or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Governing Board expels a student for the sale or distribution of such a controlled substance the Governing Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If the Governing Board expels a student for possession of a firearm or deadly weapon, the Governing Board shall report the violation to the local police department. The Governing Board shall give the name of the student and a summary of the Governing Board's action in so referring the student, to the commissioner of education within thirty (30) days after the student is expelled.

The provisions of this section shall not apply to students requiring special education who are described in subdivision (1) of subsection (e) of Connecticut General Statutes 10-76a.

IX GUN FREE SCHOOLS ACT

The Governing Board will submit to the commissioner of education such information on expulsions for the possession of weapons as is required for purpose of the Gun Free Schools Act of 1994, 20 U.S.C. 8921, et seq.

Statutory References:

20 U.S.C. 8921 et seq.

Connecticut General Statutes

4-176e through 4-180a

4-181a

10-76a

10-233a through 10-233g

21a-240

Community Relations/Questioning of Students by Police

The policy of Bridge Academy is to limit student contact with police as much as possible when dealing with matters of discipline and to call police only in the most extreme cases when police presence is deemed necessary for the safety of students and the school community. It should be noted that in the rare instance when we need to call an ambulance due to a medical emergency, the police are also automatically notified through Bridgeport Crisis Response.

Below are the state guidelines for the questioning of students by police:

The questioning of students by the police will be conducted with strict regard for the constitutional rights of the student to remain silent. These rights are given to students by the police as standard procedure. During the questioning the administrator or his/her designee shall be present and shall keep a record of the proceedings.

1. Incident on School grounds: Questioning Minor Complainant Witnesses who are Minors

- a. If an administrator requests an investigation by the police of an incident which occurred on school grounds, he/she shall promptly notify the parent or guardian of the student complainant and/or witnesses that the police have been asked to take statements from their child and shall invite the parent or guardian to be present. If the parent or guardian is unable to be present, the administrator or his/her designee will be present. The parent or guardian has the right to refuse permission for police questioning of a child who is a minor.

- b. **Questioning Suspect**

When the police have identified a student(s) as a suspect and the police wish to question the student(s), the principal shall notify the parent or guardian and request that they be present during the questioning.

- (1) If the investigation deals with matters of public safety which require speedy investigation, and the parent or guardian cannot be reached, or cannot be present, then the administrator or his/her designee shall be present during the questioning.
- (2) If the investigation deals with incidents other than those involving public safety, the questioning of the student(s) will be delayed until the parent or guardian is present.

2. Incident in the Community

Police questioning of students concerning incidents which occur in the community will normally not be done on school grounds except in matters dealing with public safety and the community interest when the procedures in Section 1.b(1), above will be followed.

3. Arrest on School Grounds

If the police arrest a student on school grounds, then the parents shall be notified by the administrator. A student who has been arrested may be removed from the school grounds by the police department. The parent or guardian must be notified by the administrator of the police action.

Statutory References: Connecticut General Statutes 10-154a

10-221

10-233d

Cooperation with Police Authorities

The Bridge Academy recognizes the appropriateness of cooperation with law enforcement officials in the investigation of criminal activity. The Bridge Academy also recognizes its responsibility for the welfare of students while they are in attendance at school. In furtherance of these objectives, school officials shall observe the following:

1. Students are not immune from criminal prosecution by virtue of their status as students nor is the school building to be considered a sanctuary from criminal prosecution or a refuge from the proper

activities of law enforcement personnel. Consequently, whenever a police officer is in “hot pursuit” of a person suspected of criminal activity based upon probable cause or when an officer has a search warrant or an arrest warrant, the officer shall be admitted to school property in the exercise of his/her official duties.

2. Under other circumstances, however, educational interests may best be served by entrusting primary responsibility for the maintenance of order to school personnel.
Thus, the school administrator shall have the authority, except as noted above, to limit police involvement on school property when such involvement is considered unwarranted or inappropriate in light of the educational interests and welfare of students.
3. Consistent with requirements of state law, the school’s cooperation with law enforcement officials shall include the obligation of employees to turn over physical evidence indicating the commission of a crime to appropriate law enforcement officials or to the school administrator within two (2) school days after receipt of such physical evidence.
When such evidence is received by the administrator, it shall be then turned over to appropriate law enforcement officials within three (3) school days of the receipt by the administrator.
4. The Bridge Academy will establish lines of communication with local law enforcement officials in order to effect the cooperation needed for the security of schools facilities and the safety of students and staff.
 - a. A criminal act is, by its very nature, a police matter. School personnel who have knowledge of incidents of a criminal nature should report this information to the administrator. The administrator shall report such information to the applicable law enforcement agencies.
 - b. In effecting such cooperation, however, the right of professional employees of the school district to maintain the confidentiality of certain communications with students as set forth in Connecticut General Statutes, 510-154a shall be given recognition.
5. When a pupil is expelled pursuant to Connecticut General Statutes, 510-233d for possession of a firearm or deadly weapon the School Director shall report the violation to appropriate law enforcement officials.

Statutory References:

Connecticut General Statutes 10-154a
10-221
10-233d

Reporting Suspected Child Abuse/Neglect

The Bridge Academy recognizes that a student’s mental and physical health will have an affect on the student’s ability to obtain the most benefit from attending school. In order to increase the student’s ability to learn while in school, The Bridge Academy recognizes the importance of identifying students who may be suffering from abuse, neglect, or placed in an imminent danger of harm. When any school nurse, teacher, director, psychologist, paraprofessional, coach of intramural or interscholastic athletics or social worker has reasonable cause to suspect abuse, neglect or that a child has been placed in an imminent danger of harm, he/she shall within twelve (12) hours make an oral report by telephone or in person to the Department of Children and Families (DCF), or a law enforcement agency.

Reports of abuse or neglect by the above-mentioned personnel (“mandatory reporters”) shall include the following information, if known:

1. the names and addresses of the child and his/her parents or other person responsible for the child’s care;
2. the age of the child;
3. the gender of the child;
4. the nature and extent of the child’s injury or injuries, maltreatment or neglect incurred;
5. the approximate date and time the injury or injuries, maltreatment of or neglect occurred;

6. information concerning any previous injuries to, maltreatment of or neglect to the child or his/her siblings;
7. the circumstances in which the injuries, maltreatment or neglect came to be known to the mandatory reporter;
8. the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
9. whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

The mandatory reporter shall submit a written report to DCF containing the above-mentioned information within 48 hours of making the oral report. The reporter shall also submit a written report containing such information to the Administrator. If the report concerns abuse or neglect by a certified school employee, the Administrator shall then send the written report to the Commissioner of Education. The Administrator shall also immediately notify the child's parent or other person responsible for the child's care that a report of abuse or neglect has been made. In making all written reports required under this policy, the reporter may use the "DCF-136" form.

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

1. has had non-accidental physical injury, or injury which is at variance with the history given of such injury inflicted upon him/her by a person responsible for such child's health, welfare, or care or by a person given access to such child by such responsible person;
2. has been neglected in one or more of the following ways:
 - a. has been abandoned;
 - b. is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. is being permitted to live under conditions, circumstances, or associations injurious to the child's well-being; or
3. has been abused.

When an investigation by DCF produces evidence of child abuse by a certified school employee in a position requiring a certificate, the school Director shall suspend the certified professional employee with pay and without termination of benefits, and shall notify the Bridge Academy Board of Education and the Commissioner of Education or his representative of the reasons for and conditions of the suspension within seventy-two (72) hours after the suspension. If the contract of employment of a certified school employee is terminated as the result of an investigation of abuse, the Bridge Academy Board of Directors shall notify the Commissioner of Education or his representative within seventy-two (72) hours after such termination.

The Bridge Academy Board of Directors will delegate their responsibilities for receiving and making reports, notifying and receiving notification, and conducting investigations to the school administrator. Under state law, the Bridge Academy Board of Directors is authorized to receive notice from the State's Attorney or Assistant Attorney of convictions of certified school employees for crimes involving an act of child abuse or neglect or sexual assault.

Penalty

Under state law, any person who is required to report suspected child abuse/neglect and fails to make such a report shall be fined between \$500.00 and \$2500.

Under state law, any person who knowingly makes a false report of child abuse or neglect shall be fined no more than \$2,000 or imprisoned not more than one year or both. However, under state law, any person who in good faith does not makes a report of suspected child abuse/neglect is immune from any civil or criminal liability.

Emergency Health Care and Reasonable Inquiry

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

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

Interviewing the Child

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

Preparation for the Interview

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

The Interview

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

The removal of clothing as part of an investigation into an injury which may have been caused by child abuse shall be done only at the request and in the presence of the school medical advisor.

Legal Reference: 17a-101 et seq of the Connecticut General Statutes, as amended by Public Act 96-246, Public Act 00-220, and PA 02-106)

Notification of Rights Under The Family Educational Rights And Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents of enrolled students and enrolled students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school officials receive a request for access to the records. Parents or eligible students should submit to the

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask school officials to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

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

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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 Bridge Academy Board of Directors; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, bus contractor, medical or educational consultant or therapist); or a person serving on a Board of Education committee, such as a disciplinary or grievance committee, or as a hearing officer in discipline cases, 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.

Upon request, the school district may release education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202.4605

Graduation/Promotion Requirements

Grades 7 - 12

Each student attending the Bridge Academy must pass all classes with at least a 65 or better to be promoted or to graduate. (This is regardless of accumulated points/credits.) Students who do not pass for a second consecutive year may be promoted if the following criteria are met:

- (1) over the two years the student accumulates credit for each class
- (2) the student has a minimal amount of discipline referrals
- (3) the student meets the goals established by the Student Assistance Team

Reading, Math, Writing, and Study Skills Remediation

Students who score below the standard for their grade on reading, writing, math, and study skills tests may be required to attend a remediation class during the year or in summer school in order to be promoted. The standards will be posted by the school by March 1 of the academic year.

Diploma Requirements: Grades 9 -12

All Bridge Academy students need to meet state requirements to graduate. Points are awarded based on a passing final grade for any individual course. Passed courses that meet for 45 minutes for 180 days are worth ten points. Half-year classes, or classes that do not meet every day, receive fewer points based on the amount of time they meet. For comparison purposes, 10 points is considered equivalent to one Carnegie Unit or credit. In addition to the state requirement for total passed courses, students have to meet the following specific requirements.

Graduation requirements for the graduating classes of 2020 through 2021:

- 4 English classes
- 3 Math classes
- 2 Science classes
- 3 Social Studies classes including .5 Civics and 1 US History
- 1 Gym
- 1 Art/Vocational
- 6 Electives
- SAT taken Junior year

Graduation requirements for graduating classes beginning in 2023:

- 9 Humanities classes
- 9 Science, Technology, Engineering or Math (STEM) classes
- 1 Physical Education and Wellness class
- 1 Health and Safety class
- 1 World Language class
- 1 Mastery-Based Diploma Assessment
- 3 Electives
- SAT taken Junior year

Students who do not meet proficiency standards on the SAT test taken their Junior year are required to complete the Senior Interdisciplinary Project.

These graduation requirements are written to correspond with section 10-221a and 10-18 of state law. The Bridge Academy will also award credits based on work done at other high schools and community colleges. Points for all courses are listed in our course catalogue.

Remediation Requirements

In an effort to have all students graduate with the ability to read, write, and do math calculations at grade level, The Bridge Academy has adopted a strict remediation program. The program has four components: reading, writing, math and study skills. Each component has different requirements for triggering an additional remedial class. Remedial classes for reading and math are in the summer and remedial classes for study skills and writing are after school. The specific requirements for each component are listed below.

Reading

In order to get practice with the very important skill of reading, students are required to read each year. Students will be given a “points” goal upon entrance to the school. To reach their goal students should expect to read an hour per day. All students will be given a half hour of sustained silent reading each school day. If students do not reach their points goal during the school year they will be required to attend summer school to finish. Students will be promoted if they successfully reach their points goal or by specific permission from the Governing Board.

Math

Students will be required to come to summer school if they fail their final exam in their math class or they do not test at grade level on the end-of-year NWEA MAP math test. 7th - 11th grade students may also need to attend summer school if they do not pass the math facts program in addition to passing their final exam. Students should be able to avoid the summer program by working hard in their math classes. Students will be promoted if they successfully attend summer school.

In an effort to promote math achievement, students who fail mid-quarter and quarter end assessments will be required to stay after school in order to master important objectives. If students do not stay after to school to master un-learned objectives, their grade will be severely impacted. Teachers will give an explanation and schedule for these assessments during the school year.

IMPORTANT: PLEASE NOTE!!

Families should not make vacation plans or plans for the hours of 8:00 AM to 12:00 PM for the end of June and the month of July until they are sure that their child will not need to participate in summer school.

The Bridge Academy Course Descriptions

7th Grade

Language Arts – A workshop model course that emphasizes reading skills and strategies. Students read differentiated texts independently and participate in small group book clubs. Students also write daily. In particular students are taught to: infer meaning, monitor their understanding, ask questions, determine importance, synthesize and summarize text.

Mathematics – This course focuses on problem solving skills, communicating mathematically, and utilizing technology. The class focuses on a review of the operations and fundamental concepts of arithmetic and geometry connected to real world problem situations. The classes use “Accelerated Math”, a computer managed learning system and “Study Island”, an online program.

General Science – Students take science every other day. The class develops skills such as reading text, identifying, describing, explaining, and communicating through the design and conducting of experiments. Topics covered include: energy, living organisms, earth systems, and space.

Health/Physical Education – A one marking period, every other day course that includes an introduction to nutritional science, a study of the dangers of alcohol, tobacco and drugs, and adolescent human development. The class incorporates creative projects, written examinations, oral presentations, technological resources, and note-taking/organizational skills and includes at least one day a week of physical education in the gym.

Geography—A one year course centered on answering why people live in certain areas. Students learn the seven geographic factors; culture, language, religion, environment, topography, land uses and history. Special emphasis is on the value of culture and diversity in society. The class utilizes a wide range of technology-based projects.

Art – A half year, every other day course that uses hands-on, project based experiences, through which students learn the basics of drawing and painting. Such elements as line, perspective, depth, color and shading are taught. Students are also exposed, both in the classroom and on regular visits to museums and galleries, to the work of different artists and various types of art.

8th Grade

Language Arts – A continuation of the seventh grade workshop model that emphasizes reading skills and strategies. Students read differentiated texts independently and participate in small group book clubs. In particular students are taught to infer meaning, monitor their understanding, ask questions, determine importance, synthesize and summarize text.

Mathematics – A study of pre-algebraic skills. Students learn about topics including notation, proportional reasoning, graphing, two and three dimensional space and solving basic equations.

General Science – A one year, every other day class which develops skills such as reading text, identifying, describing, explaining, and communicating through the design and conduction of experiments. Topics covered include forces and motion, evolution and the creation of life, the solar system and bridge building.

Health/Physical Education – A half year course that includes HIV/AIDS education, sexually transmitted disease prevention, pregnancy and fetal development, and mental health/mental illness. The class incorporates creative projects, written examinations, oral presentations, technological resources, and note-taking/organizational skills and includes at least one day a week of physical education in the gym.

Art – A half year, every other day course that uses hands-on, project based experiences, through which students learn the basics of drawing and painting. Such elements as line, perspective, depth, color and shading are taught. Students are also exposed, both in the classroom and on regular visits to museums and galleries, to the work of different artists and various types of art.

Social Studies – A study of American History from Colonial times to the Civil War. The class utilizes a wide range of technology as part of the assessment process. Students make movies, web pages, blogs, etc. to illustrate their understanding of important historical concepts.

9th Grade

Algebra 1 – This is the traditional first year Algebra class. In addition to strengthening rudimentary math skills, the following topics are covered: solving complex equations, linear equations, linear inequalities, multiplying binomials, factoring expressions, analyzing and displaying data, and radical equations. (10 points)

Freshman English - Freshman English concentrates on basic reading and writing skills. Students read short stories to improve reading and writing performance. Emphasis is on the structure and organization found in good writing. (10 points)

General Science - A one-year course that is a laboratory based physical science. Topics include heat, electricity, light, atomic structure, and polymers. This course is designed to give students a strong understanding of scientific process. Lab skills and reports are emphasized for preparation for future science classes. (10 points)

World Civilization - A survey course beginning with the birth of Christ and moving on through modern times. The emphasis in this course is on a general understanding of the progress of world history. Throughout the year students will gain an expertise in particular aspects of a culture or historical era by writing an in depth research paper on that topic. (10 points)

Health – A full year course with specific units on birth control and reproduction, the effect of advertising on healthy choices, relationships and conflict resolution and mental illness. Students will use the internet, and will exercise their reading and writing skills to learn important health topics. (10 points)

Spanish 1 - This class emphasizes the practical application of grammatical and conversational skills. To this end, students memorize a series of scripts and complete a number of translations. Students also use Spanish dictionaries and encyclopedias to research various papers and projects. (10 points)

Outdoor Education - This unique course takes the place of regular physical education. Through frequent trips, students work toward competency in hiking, backpacking, camping, caving, rock-climbing, fishing, rafting, and a host of other outdoor activities. Students also become proficient in adult, child and infant CPR and standard first aid. The goals of this program are to give students exposure to healthy, life-enhancing pursuits that they can enjoy for the rest of their lives, to give them practical experience in working alone and with a group, and to inspire in them a sense of responsibility for themselves, others and the world around them. (varying points based on hours completed)

10th Grade

Geometry- This is the standard high school geometry class. Topics covered will include: area, volume, similar and congruent figures, geometric proofs, special right triangles, geometric probability, and inductive and deductive reasoning. (10 points)

Sophomore English - This course emphasizes the short story and preparation for the CAPT. Students will learn to write well developed 5 paragraph essays around different historical themes. Themes include Ancient Rome and Greece, Slavery in America, the plight of Native Americans, and the Civil Rights Era. Students will learn to write responses to their reading using a variety of prompts and questions. (10 points)

Biology - This course takes a dynamic laboratory based approach and covers the following themes: The chemical basis of life, genetics, evolution, cells and the cell cycle and ecosystems. The learning in this course is hands-on and project based with an emphasis on critical and analytical thinking and writing. (10 points)

Civics - Tenth grade history consists of an exploration of important issues throughout history. Through the study of such varying historical topics as the trials of Socrates and Joan of Arc, the creation of the Constitution and Bill of Rights, and the civil rights movement in America, students will explore such themes as immigration, the death penalty and international human rights. By participating in such exercises as debates, role-plays, mock trials and topic investigations students develop the ability to think critically and write persuasively. Students will learn how to participate in a modern democratic society. (6 points)

Spanish 2 - This class emphasizes the practical application of grammatical and conversational skills in a more advanced manner than Spanish I. To this end, students memorize a series of scripts and complete a number of translations. Students also use Spanish dictionaries and encyclopedias to research various papers and projects. (6 points)

Art - Through hands-on, project based experience students learn the basics of drawing and painting. Such elements as line, perspective, depth, color and shading are taught. Students are also exposed, both in the classroom and on regular visits to museums and galleries, to the work of different artists and various types of art. (3 points)

Health – A half-year class that teaches human anatomy and sexuality. Students will write essays, prepare presentations and make posters to learn important health topics concerning their own bodies and development. (3 points)

Math Applications – This is a full year, half-time course designed to help students apply math concepts to the world around them. Also designed to improve CAPT performance, the course addresses numerous topics including probability, graphing and data analysis, geometry, and dimensional analysis. (6 points)

Outdoor Education - This unique course takes the place of regular physical education. Through frequent trips, students work toward competency in hiking, backpacking, camping, caving, rock-climbing, fishing, rafting, skiing and a host of other outdoor activities. Students also become proficient in adult, child and infant CPR and standard first aid. The goals of this program are to give students exposure to healthy, life-enhancing pursuits that they can enjoy for the rest of their lives, to give them practical experience in working alone and with a group, and to inspire in them a sense of responsibility for themselves, others and the world around them. (points vary based on hours completed)

11th Grade

Algebra II - Topics covered include: polynomial, exponential, logarithmic and parametric equations. standard deviation, z-scores, logic (contra positive and inverse). Sequences, series and limits are also explored. (10 points)

Junior English - Consists of reading, writing about and comparing the novels, poetry, and non-fiction of various authors found in American Literature. Class and homework assignments consist of essays, projects and oral presentations. Students write daily. (10 points)

Chemistry – Topics covered include: the scientific method, properties of matter, the states of matter, mixtures, elements, compounds, scientific measurement, problem solving, atomic structure, chemical names and formulas, chemical qualities, and stoichiometry. (6 points)

U.S. History -Economics- This course covers the European roots of the American experience and places particular emphasis on the economic aspects of the development of the United States. Students research and write several extensive reports most of which focus on analyzing the impact of historical events on the creation of America as we know it today. (6 points)

U.S. History -Conflicts- This course covers the European roots of the American experience and places particular emphasis on the great conflicts that shaped the development of the United States. Students research and write several extensive reports most of which focus on analyzing the impact of historical events on the creation of America as we know it today. (6 points)

Art - Through hands-on, project-based experience students learn the basics of drawing and painting. Such elements as line, perspective, depth, color and shading are taught. Students are also exposed, both in the classroom and on regular visits to museums and galleries, to the work of different artists and various types of art. (3 points)

Health – A half-year class that focuses on research. Students will research topics in psychology and the theories of personality. Students will write essays, prepare presentations and make posters to learn important health topics concerning their own bodies and development. (3 points)

Spanish 3 - This class emphasizes the practical application of grammatical and conversational skills in a more advanced manner than Spanish 2. To this end, students memorize a series of scripts and complete a number of translations. Students also use Spanish dictionaries and encyclopedias to research various papers and projects. (6 points)

12th Grade

Pre-Calculus - A fourth year math class that covers the following topics: functions, inverse functions, linear equations and modeling, polynomial division, finding zeros of a function, fundamental theorem of calculus, conic sections, inverse trigonometric functions, analytic trigonometry, law of sines, law of cosines, introductory linear algebra, and sequences and series. (10 points)

Senior English - This class reflects what seniors have learned in History class, but from a literary perspective. During the first half of the year students are immersed in the literature of African and African American writers and during the second the focus is on Hispanic and Hispanic American writers. Through the study of these authors students will explore the elements of culture, the universality of human experience and the impact of history on literature. As in Senior History, strong research and writing skills are emphasized. (10 points)

Physics - A full year college preparatory class covering the basic physics curriculum. Topics include motion, heat, electricity, waves, light, optics and modern physics. A strong understanding of basic algebra is necessary for the course. (6 points)

Art - Through hands-on, project based experiences, students learn the art of film making by designing and editing their own short movies. Students will learn all aspects of film production. (6 points)

College Planning - This course prepares students to take and to do well on the SAT. This course is also designed to assist students with the completion of their college applications and financial aid forms. In addition, students learn how to apply for various scholarships, grants and awards, which will help them allay the costs of college. As in College Planning 1, students meet monthly with a mentor who helps prepare them for both college and the professional world. (10 points)

Business -- This class covers the rudiments of business education. Topics include basic accounting, marketing and finance. Students will research businesses and complete interdisciplinary projects. (6 points)

Student Health Services

School District Medical Advisor

The Bridge Academy shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district, which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Regular Health Assessments

Prior to enrollment, each child shall have a health assessment by one of the following medical personnel of the family's choosing to ascertain whether the student has any physical disability or other health

problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, blood pressure;
2. Updating of immunizations required under 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screenings;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grade 10 or 11 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screenings;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed as the case may be to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Immunizations/Vaccinations

No student will be allowed to enroll in district schools without vaccination against smallpox and adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Varicella (Chickenpox)
10. Any other vaccine required by section 19a-7f of Connecticut General Statutes.

Before entering the seventh grade, each child shall receive immunization against measles.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Before entering the 7th grade, each child shall receive a second immunization against measles or show proof of serologic evidence of infection with Hepatitis B.

Students entering the 8th grade must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or
4. in the case of measles, mumps or rubella, present a certificate from a physician or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of pertussis, has passed his or her sixth birthday.

The school nurse will report to the local director of health any occurrence of State of Connecticut defined reportable communicable diseases.

Vision Screening

All students in grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Director shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Postural Screening

School nurses will screen all students in grade 9 for scoliosis or other postural problems. Additional

postural screenings will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Director shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with handicapping conditions.

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry into The Bridge Academy.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. Birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic and Haiti);
2. Travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. Extensive contact with persons who have recently come to the United States since the previously required examination;
4. Contact with persons suspected to have tuberculosis, or
5. Had contact with anyone in a homeless shelter, jail or prison, uses illegal drugs, or has an HIV infection.

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within one year prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities. Depending upon specific circumstances, Category V issues may also be considered emergencies by attending school personnel.

Schools shall maintain files of Emergency Information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building Principal, or other personnel designated by the Principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency

Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5142 Student Safety)
(cf. 5141 A Child Abuse and Neglect)
(cf. 5141.5 Suicide Prevention)
(cf. 6142.1 Family Life and Sex Education)
(cf. 6142.5 Interscholastic/Intramural Athletics)
(cf. 6159 Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.
10-204 Vaccination.
10-204a Required immunizations.
10-204c Immunity from liability
10-205 Appointment of school medical advisors.
10-206 Health assessments.
10-206a Free health assessments.
10-207 Duties of medical advisers.
10-209 Records not to be public.
10-208 Exemption from examination or treatment
10-208a Physical activity of student restricted; Boards to honor notice.
10-210 Notice of disease to be given parent or guardian.
10-212 School nurses and nurse practitioners.
10-212a Administration of medicines by school personnel.
10-213 Dental hygienists.
10-214 Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results. (As amended by PA 96-229, An Act Concerning Scoliosis Screening)
10-214a Eye protective devices.
10-214b Compliance report by local or regional Board of Education.
10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Administering Medications

Medicinal preparations shall be administered in the schools only when it is not possible to achieve the desired effects by home administration during other than school hours and only upon written authorization of the attending physician, dentist, advanced practice registered nurse or nurse anesthetists, or licensed physician assistant and written authorization of the parent or guardian.

Currently there are standing orders for the nurse to administer ibuprofen when appropriate. There are also orders for the nurse and staff to administer epinephrine in emergency situations. The nurse also has orders to administer asthma medication during emergencies.

Personnel authorized to administer medicinal preparations shall be limited to the school district medical advisor (M.D.), a school nurse (RN), or a licensed practical nurse (LPN), if approved to do so by the school district medical advisor or school nurse. In the absence of these medical personnel, the Principal or a teacher designated in writing by the Principal shall be permitted to administer authorized medicinal preparations upon completion of training in the safe administration of medicinal preparations and be familiar with policy and regulations relating thereto. Coaches are also authorized to administer medication to students participating in intramural and interscholastic athletics. School health aides are not allowed to administer medicinal preparations. In an emergency, if the student's physician or the school district medical advisor is not immediately available, any physician (MD) may be called to take appropriate emergency measures.

Students in grades 7 through 12 may carry and self-administer medicinal preparations, provided that:

1. A physician, dentist, advanced practice registered nurse or nurse anesthetists, or licensed physician assistant provides written orders for self-administration of medication;

2. There is written authorization for self-administration of medication from the student's parent or guardian;
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record; and has developed a plan of general supervision of such self-medication;
4. The student and school nurse have developed a plan for reporting and supervising self-administration of medications by students and teacher notification;
5. The Principal and appropriate teachers are informed that the student is self-administering prescribed medication;
6. Medication is transported and maintained under student control within guidelines. Authorized medicinal preparations may be administered during school activities as well as during school hours.

The Board of Education with the advice and assistance of the school district medical advisor and the school nurse supervisor, shall review and revise this policy, and its attendant regulation, as necessary and at least biennially and submit it to the Connecticut Department of Health Services as required by Connecticut Regulations of State Agencies.

Each school wherein any controlled drug is administered under the provisions of this policy shall maintain such records as are required of hospitals under the provisions of subsections (f) and ('1) of section 21a-254 and shall store such drug in such a manner as the Commissioner of Health Services shall, by regulation, require.

Legal Reference: Connecticut General Statutes

10-212a Administration of medicines by school personnel. (as amended by PA 99-2, An Act Concerning Public Health Expenditures)
 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection.
 School personnel not required to administer or render
 Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-7

Administering Medications to Students

The Board of Education allows students to self administer medication and school personnel to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised by the school medical advisor, the school nurse and the Board of Education and then submitted to the Connecticut Department of Health Services biennially as stipulated in C.O.S. 10-212a-1 to 10-212-7.

A student who is required to receive medication or wants to take aspirin, ibuprofen, or an aspirin substitute containing acetaminophen during school hours must provide:

1. The licensed physician's or dentist's orders for medication or aspirin on a school district form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel.
2. Written authorization from his or her parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.
3. The medication must have its original correct label from the pharmacy or manufacturer.

Students who are able to self administer medication may do so provided:

1. A physician or dentist provides a written order for self administration of said medication.
2. There is written authorization for self administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record, and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.
5. The Principal and appropriate teachers are informed that the student is self administering prescribed medication.
6. Such medication is transported to the school and maintained under the student's control within these guidelines.

Medication may be administered by a licensed nurse, or in absence of such licensed personnel, Principals and teachers. They shall not be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

A licensed practical nurse may administer medications to students if she can demonstrate evidence of one of the following:

1. Training in administration of medications as part of their basic nursing program;
2. Successful completion of a pharmacology course and subsequent supervised experience;
3. Supervised experience in medication administration while employed in a health care facility.

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review monthly all documentation pertaining to the administration of medication for students.
2. The Principals and teachers approved by the school medical advisor and school nurse will be formally trained by the school nurse prior to administering medication. The school nurse, acting as designee and under the direction of the chief medical officer, will annually instruct such staff members in the administration of medication. The training will include:
 - A. Review of state statute and school regulations regarding administration of medication by school personnel.
 - B. Procedure for administering the medication, safe handling and storage of medication, and recording.
 - C. Medication needs of specific students, medication idiosyncrasies, desired effects, potential side effects, untoward reactions and other observations.
3. A list of Principals and teachers successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be submitted to the Superintendent by the nursing supervisor on October 31 of each year.
4. Coaches are also authorized to administer medication to students participating in intramural and interscholastic athletics.

Handling and Storage of Medications

1. All medication, except those approved for keeping by students for self medication, must be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school. The school nurse must:
2. Examine any new medication to insure that it shall be properly labeled with dates, name of student, medication name, dosage and physician's name, and that the medication order and

- permission form are complete and appropriate.
3. Develop a medication administration plan for the student before any medication is given by school personnel.
 4. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
 5. Store medication requiring refrigeration at 36 F -46 F.
 6. Store prescribed medicinal preparations in securely locked storage compartment Controlled substances shall be contained in separate compartments, secured and locked at all times.

All medication, except those approved for keeping by students for self medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication. In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet

The school Principal or designee (who has been trained to administer medication) shall be responsible for the key/s to the locked cabinet/s.

No more than a forty-five (45) school day supply of a medication for a student shall be stored at the school. All medications, prescriptions and nonprescription, shall be stored in their original containers and in such a manner as to render them safe and effective.

Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the prescribing physician, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. If the parent does not comply with this request, all medication is to be destroyed by the school nurse in the presence of witness (school physician, Principal, teacher) according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion.
 - A. Liquid medication should be poured into a sink or water closet.
 - B. Any medication in pill or tablet form should be crushed and poured into a sink or water closet
2. The following information is to be charted on the student's health folder and signed by the school nurse and witness:
 - A. Date of destruction.
 - B. Time of destruction.
 - C. Name, strength, form and quantity of medication destroyed.
 - D. Manner of destruction of medication.
3. Controlled substances shall not be destroyed by the school nurse. In the event that any controlled substance remains unclaimed, the supervisor of nursing shall contact the Connecticut Commissioner of Consumer Protection to arrange for proper disposition.

Documentation and Record Keeping

Record keeping of medication administration shall be in ink on the individual student's medication record form which, along with the parental authorization form and the physician's order, becomes part of the student's permanent record. Records shall be made available to the Connecticut Department of Health Services upon request.

Administering Medications to Students

1. A medication administration record shall include the:

2. Name of the student;
3. Name of medication;
4. Dosage of medication;
5. Route of administration;
6. Frequency of administration;
7. Name of prescribing physician, or in the case of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen being given to a student, the name of the parent or guardian requesting the medication to be given;
8. Date medication was ordered;
9. Quantity received;
10. Date medication is to be reordered;
11. Student allergies to food and/or medicine;
12. Date and time of administration or omission including reason for omission;
13. Dose of amount of administered;
14. Full legal signature of the nurse (RN), Principal, or teacher administering the medication.
15. Record of the medication administered shall be entered in ink on an individual student medication record form and filed in the student's cumulative health folder. If the student is absent, it shall be so recorded. If an error is made in recording, a single line shall be run through the error and initialed.
16. A physician's verbal order, including a telephone order, for a change in any medication may be received only by a school nurse. Such verbal order must be followed by a written order within three (3) school days.
17. An error in the administration of medication shall be reported to the school nurse who will initiate appropriate action and documentation in a student incident report and on his/her cumulative record.
18. Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's physician.
19. Records of controlled substances shall be entered in the same manner as other medications with the following additions:
 - A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
 - B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
 - C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the supervisor of nursing services who will contact the Connecticut Commissioner of Consumer Protection.

In the absence of a licensed nurse, only Principals and teachers who have been properly trained may administer medication to student. Principals and teachers may administer oral, topical, or inhalant medications. Injectable medications may be administered by a Principal or teacher only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Investigational drugs may not be administered by Principals or teachers.

Medication Errors

An error in the administration of medication shall be reported immediately to the school nurse, the parent and the prescribing physician.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or any other person

trained in CPR and First Aid, may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the chief medical advisor or the student's private physician.

Administration of Emergency Medication under CGS 10-221a

In the absence of a school nurse, the administrator or teacher may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require such prompt treatment to protect the child from serious harm or death so long as the administrator or teacher has completed training in administration or such medication.

In the event of a medication emergency, the following will be readily available:

- A. The local poison information center;
- B. The physician, clinic or emergency room to be contacted in such an emergency;
- C. The name of the person responsible for the decision making in the absence of the school nurse.

Legal Reference: Connecticut General Statutes
10-2 12a Administration of medicines by school personnel. (as amended by PA 99-2, An Act Concerning Public Health Expenditures)
52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render.
Connecticut Regulations of State Agencies
10-212a-1 - 10-212a-7 Administration of medicines by school personnel.
1307.21 Code of Federal Regulation

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Complaint Resolution Procedure

Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint A. Violation of Law

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

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

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

C. Content of Complaint

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

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

II. Review of Complaint

A. Analysis

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

B. Dismissal of Complaint

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

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

III. Notification of Complaint and Investigation

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

Response to Complaint

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

A. Content of Response

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

B. Interview

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

IV. Complaint Investigation

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

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

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

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

A. Data Collection

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

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

B. Independent On-Site Investigation

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

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

C. Complaint Investigation Report

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

The report shall contain the following contents:

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

D. Corrective Action Plan

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

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

V. Review of Final Decision

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

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

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