

GROTON PUBLIC SCHOOLS

**Elementary
School
Handbook**

2011—2012



The Groton Board of Education meets on the second and fourth Monday of each month except for the months of December, July and August when only one meeting is held. Please check our web site at www.groton.k12.ct.us for location of meeting.

Groton Board of Education Members

Brian M. Shirvell, Chairperson
Kirsten Hoyt, Ed.D., Vice Chairperson
Patricia M. Doyle
Elizabeth Gianacoplos
Robert Peruzzutti
Jennifer Sim
Rita Volkmann
Beverly Washington
Chaz Zezulka

Contact through the Central Administration Office
- 1300 Flanders Road, Mystic, CT 06355 -
860-572-2100
board-of-ed@groton.k12.ct.us

The Groton Board of Education reaffirms that all educational programs taught by the Groton Public School System are offered without regard to race, color, national origin, sex, sexual orientation, creed, religion, age, handicaps, ancestry, physical or mental disability, or lack of proficiency in the English language.

Dear Students and Parents:

The Groton Public Schools is committed to excellence in its academic programs and services which it provides to its students. The school district recognizes that each child is unique. Meeting the many diverse needs presented by our students is a challenge which the Groton Public Schools accepts enthusiastically.

In partnership with parents, we will assure that all children will learn, and that they will grow up to be contributing citizens within our democratic society.

It is our hope and expectation that each of our students will experience a successful school year.

Paul J. Kadri
Superintendent of Schools

Communication is the key to understanding.

Central Office Administrators

1300 Flanders Road, Mystic, CT 06355

Paul J. Kadri, Superintendent of Schools

Mary Anne Butler, Assistant Superintendent for Curriculum and Instruction

Laurie LePine, Director of Human Resources

Carolyn Dickey, Business Manager

Denise Doolittle, Director of Pupil Personnel Services

C. Wesley Greenleaf, Director of Buildings and Grounds

Paul A. Sikorski, Director of Technology Services

Elementary Buildings

Catherine Kolnaski Magnet

500 Poquonnock Road, Groton

806-449-5608

Christine Dauphinais, Principal

Mark Masterjoseph, A.P.

Northeast Academy

115 Oslo Street, Mystic

860-572-5852

Paul Esposito, Principal

Dorothy Hoyt, Ed.D., A. P.

Charles Barnum

68 Briar Hill Road, Groton

860-449-5640

Valerie Nelson, Principal

VACANCY, A.P.

Pleasant Valley

380 Pleasant Valley Rd South, Groton

860-449-5600

Kathleen Miner, Principal

VACANCY, A.P.

Claude Chester

1 Harry Day Drive, Groton

860-449-5636

Jamie Giordano, Principal

Mary Lou Svencer, A. P.

S. B. Butler

55 Ocean View Avenue, Mystic

860-572-5625

Monson Lane, Principal

Pamela Porter, A. P.

Mary Morrisson

154 Toll Gate Road, Groton

860-449-5655

Monica Franzzone, Ed.D., Principal

VACANCY, A.P.

Elementary School Handbook

TABLE OF CONTENTS

Groton Board of Education Members	Inside Front Cover
Superintendent’s Message	i
Central Office Administrators and Elementary Building Administrators	ii
Table of Contents	iii
Philosophy	1
School Improvement Team	1
Parent Involvement	1
School Visitations	1
PTO/PTA	1
Instructional Program	2
Language Arts	2
Reading	2
Writing	2
Spelling	2
Handwriting	2
Art	2
Mathematics	3
Science	3
Social Studies	3
Health	3
Physical Education	4
Music	4
Library Media Programs	4
Information and Telecommunications Technology Program	4
Internet Use	5
Homework	5
Reporting System	5
Promotion	5
Special Education and Services	6
Special Education Instruction	6
Related Services	6
School Social Work	6
Psychological Services	6
Speech and Language Services	6
Physical and Occupational Therapy	6
Special Education Transportation	6
Homebound Instruction	6
Alternative Procedures and Programs	7
School Health Program Services	7
Health Requirements for Registration	7
Health Services Offered	7
Physical Examinations	8
TB Testing	8

General School Health Information	8
Health Records	8
Communicable Disease	8
Emergencies	8
Medications in the School	9
Exclusion	9
School Admission and Attendance	9
Kindergarten Registration	9
Supplies	9
New Residents	10
School Day Schedule	10
School Hours	10
Absences	10
Bus Transportation and Safety	10
Crossing Guards	10
Bus Code of Conduct	11
Safety Guidelines	11
Toys/Personal Devices	11
Video Surveillance	11
Weather Emergencies	11
Emergency Procedures	12
Fire Drill	12
Lockdown Drill	12
Potassium Iodide Pills	12
Food Services	13
Dress Code	12
Board of Education Policies	13
Attendance	13
Pledge of Allegiance	15
Child Abuse Prevention and Reporting	15
Sexual Harassment	15
Bullying	16
Physical Examinations	16
Suspension/Expulsion	17
Dangerous Instruments	18
Alcohol, Drugs and Tobacco	18
Psychotropic Drug Use	18
Asbestos Management	20
Pesticide Application	20
Surveys of Students	19
Homeless Students	20
Migrant Students	20
Code of Conduct	Inside Back Cover
School Calendar	Back Cover

REHABILITATION ACT OF 1973

The Groton Public Schools do not discriminate through policies or practices against personnel, students, parents or members of the public who participate in school-sponsored programs, on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. Under Section 504, persons with disabilities are those who: (1) have a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working); (2) have a record of such an impairment; or (3) are regarded as having such an impairment. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the Groton Public Schools. Persons with questions or complaints arising under this policy should feel free to contact Denise Doolittle the Section 504 Coordinator for the school district at phone number 572-2150.

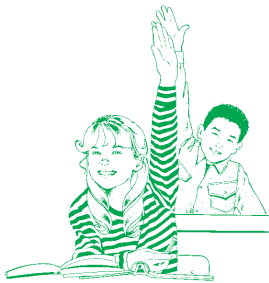
PHILOSOPHY

The purpose of our schools is to develop each student to his/her fullest capacity and to create in him/her the desire to make the most of him/herself for his/her own good and the good of others. To this end, our schools should provide opportunities for total development, for academic and vocational education, and for personal and social growth so that each student will come to understand him/herself in relation to his/her environment.

It is our belief that many organizations should assist in the education of our youth. The school should be an integral part of a program of development which includes the family as well as social and private organizations.

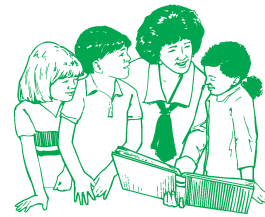
Although the basic function of the school is to encourage and provide for academic learning, it must assume responsibility in providing its youth with experiences that develop initiative, healthful growth, and moral values along with a better understanding of themselves and their obligations as citizens. We will foster respect for all groups of people and an awareness of the responsibilities and rights of the individual.

Within the Groton Public School System there should be individualized instruction and sufficient flexibility in program and methodology to achieve individualization for each student through a sequential program of learning. Students may need periodic intervention, extra assistance or an extension of a classroom activity. This help may be provided in the classroom or in another location within the school by staff members other than their classroom teacher. Staff, parents and students are encouraged to propose innovative programs consistent with recognized, sound, education practices.



SCHOOL IMPROVEMENT TEAM

Each of the schools in the Groton Public School District has an active School Improvement Team. Each SIT is comprised of teachers, parents, administrators and non-instructional staff.



PARENT INVOLVEMENT

A child's educational success is a partnership shared by school and family, including all those who play an important role in the child's well-being. Student achievement increases when families are active in the learning process. Educators recognize and acknowledge the family's role as the primary facilitator of their children's education.

Families are welcome in all Groton schools. Their support and assistance are actively sought in their child's social, emotional, and academic development.

Parent involvement programs in our schools support and respect family responsibilities and diversity, as well as link parents to programs and resources within the community. All families will be provided opportunities for involvement.

Family and school communications are two-way, regular, meaningful, and respectful. Effective communication requires that both the family and the school initiate contact and provide vital information about a child's strengths, challenges, and accomplishments.

School visitations

The Groton Public Schools encourage parents and citizens to become acquainted with schools, personnel and programs by visitation, observation and volunteer efforts. Prior to visits, appointments should be made with the building principal. Upon arrival, all visitors to the school must make their presence known by reporting to the principal's office. Visitors are required to wear identification badges while in the school. These badges are to be obtained from the school office and surrendered upon leaving the building.

PTO/PTA

The Groton Board of Education believes that parent-school collaboration is essential to providing the best learning environment for our children. Participation in parent/teacher organizations is one of the best ways to support your child's education. All schools have active PTO/PTA organizations, and participate in a town-wide parent organization. Many PTO's are developing parent volunteer programs and your participation is encouraged.

INSTRUCTIONAL PROGRAM

Language Arts

Language Arts consists of the elements of reading, writing, language and spelling incorporated in an integrated, balanced approach. The purpose of the Groton Public Schools language arts program is to provide experiences that develop communication strategies which increase in complexity in relation to the individual student's abilities. These strategies integrate reading, writing, speaking, listening, and viewing. The program provides opportunities for students to become active and independent, lifelong users of the language.

Reading

The Groton Public Schools Developmental Reading Program is consciously directed toward specific ends which are: rich and varied experiences through reading; broadening interests in reading; enjoyment through reading; curiosity concerning the ideas given in reading material; resourcefulness in using reading to satisfy one's purpose; and growth in the fundamental reading skills. It provides varied instruction and flexible requirements as a means of adjusting to the different reading needs of pupils. It provides for evaluation of the program and for such revisions as necessary. The developmental reading program encompasses student learning objectives designed to enable all students to progress to levels of reading proficiency in accordance with their levels of potential ability.

Writing

In keeping with its program philosophy and definition, the Groton Public School System's Language Arts Curriculum encourages the utilization of process writing. Research indicates that the most effective way to teach writing is to teach it as a process of prewriting, drafting, conferencing, revising, editing, and sharing/publishing.

Writers need regular periods of time, ownership of topic, and responses from peers and teacher. Writers learn mechanics in context, although these skills must be taught directly. They need to know adults who write,

to work in an environment that encourages risk-taking, and to write for a purpose.

Spelling

In the primary grades, spelling will be taught through daily mental training in the utilization of auditory, visual and kinesthetic processes, all essential skills for good spelling. Spelling skills will also be taught within the context of student writing at the editing stage. Spelling evolves through a developmental process.

Analysis of spelling in student writing will assist in meeting individual needs of students as they progress through each stage. Spelling is taught in the content areas as well.

Handwriting

The handwriting program instructs students how to write letters and numbers with legibility, speed, and ease. Printing (manuscript) and cursive writing are introduced and developed in the elementary grades.



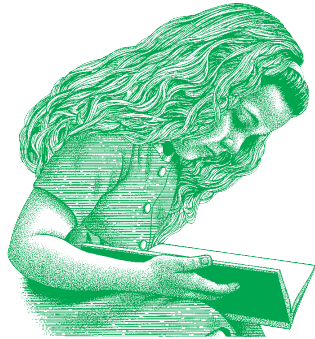
Art

The elementary art program is created by teachers whose expertise arises from a versatile and dynamic background of specialties. These areas include drawing, painting, ceramics, puppetry, costume and scene design, sculpture, mask-making and papercraft.

These media are presented to inform students about the basic elements of art — line, shape, form, space, color, light and texture. Children are encouraged to draw upon their own imaginations as well as to appreciate the great masters of art history.

In utilizing a varied selection of art materials, children

learn to use such principles as balance, rhythm, variety, contrast, emphasis, harmony and movement.



MATHEMATICS

The rapid advances in knowledge and technology occurring in our society mandate that we prepare our children to become mathematically literate individuals. Children need to understand the complexities and technologies of the information age in which we live.

Towards that goal, the National Council of Teachers of Mathematics (NCTM) has developed a set of curriculum evaluation standards for school mathematics. These standards require a fundamental shift from emphasis on rote learning for mastery of skills to the use of conceptual understanding in real life problem solving situations.

The goal of the mathematics curriculum in Groton is based on the NCTM standards and is designed to create powerful young mathematicians who will:

1. Learn to value mathematics
2. Become confident in their abilities to do mathematics
3. Become mathematical problem solvers
4. Learn to communicate mathematically
5. Learn to reason mathematically

Increased use of technology including calculators, computer software and Internet access enrich the quality of the program.

SCIENCE

The elementary Science curriculum is a comprehensive program which reflects National Science Standards and the Connecticut State Department of Education Science Frameworks. The content of the program includes yearly study in the specific areas of physical, life

and earth science. Instructional strategies include a rich assortment of hands-on activities to actively engage students in the learning process. Exploration provides opportunities for students to develop questions that require interpretation and conclusions. Students apply what they learn and connect it to data found in charts, graphs and tables. Inquiry is central to the science program. Instruction is exploratory and cooperative. The infusion of hands-on materials enriches the quality of the program.

SOCIAL STUDIES

The purpose of social studies is to gain a better understanding of people and the way they live. The study of the past, as well as the present and future, is essential to this understanding. Prentice-Hall along with other materials is used to teach the areas of geography, history, economics, sociology and government as they relate to the following grade level focus areas:

Grade K - Self awareness

Grade 1 - Families

Grade 2 - Neighborhood/Communities

Grade 3 - Connecticut

Grade 4 - U.S. Regions

Grade 5- U.S. Neighbors: Canada and Latin America

Health

Seven areas regarding health and safety are covered in grades K-5. These areas are Safety and First Aid, Mental Health, Nutrition, Addictive Substances, Growth and Development and Diseases and Disorders. We also offer AIDS Education and Sexual Harassment Education as required by Connecticut Education Law. Parents may exclude their child from specific curriculum units by written request.



The primary emphasis of the elementary health curriculum is to encourage students to make wise decisions based upon the information presented, and to accept the responsibility for protecting their own health. The drug abuse prevention program utilizes HLAY 2000 (Here's Looking At You 2000 materials) in grades K-4 and DARE (the Drug Abuse Resistance Education) in grade 5.

Physical Education

The Physical Education program strives to develop the skills of movement (basic skills), the knowledge of how and why one moves, and the relationships involved in movement. The ways in which students may express their own movements are through gymnastics, sports, games, dance and rhythms. Fitness and sportsmanship are also part of the program.

MUSIC

The elementary general music curriculum provides many opportunities for each child to become involved in music. Multi-sensory experiences are provided which include singing, listening, playing instruments, moving to music, reading, writing and creating music. Fourth and fifth grade chorus provides enriched experiences in part singing for upper elementary children. In addition, students have the opportunity to engage in one or more performances including concerts, musicals or ensembles.

Formal instrumental music lessons begin at the fourth grade and are continued through fifth grade with a comprehensive method textbook. Third grade instrumental students are introduced to the recorder, a medieval wind instrument. All students who take instrumental lessons are provided with an opportunity to perform in a school band.

Orchestra is another way for students to become involved in music. Students may choose to play the violin, viola, cello or string bass. String instruction begins in the third grade and continues through high school. Lessons are scheduled within the school day and follow a comprehensive method. All children who study a string instrument are provided with the opportunity to perform a variety of styles of music in a wide variety of settings.

The music department has incorporated computerized composition and performance software into the teaching and learning of music.

LIBRARY MEDIA PROGRAMS

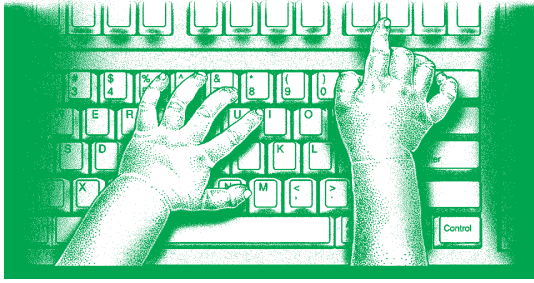
Groton's school library media centers are an integral part of every school's program and are staffed by certified media specialists, with library technical assistants as support staff. From collections of books, magazines, audiovisual, video and computer materials, students can obtain information which supplements the curriculum, which broadens personal interests, and which assists them in their research.

The media centers have truly become information technology centers. Each center is fully automated, with an electronic circulation and on-line catalog system. Students and staff have full access to the Internet, as well as to extensive CD-ROM titles. They receive instruction in how to search electronic on-line data bases and CD-ROM reference tools.

Students utilize the library media centers for skills instruction, individual or small group research, book selection, storytelling and leisure reading. It is the department's mission to provide experiences that develop skills which enable students to access, evaluate, locate and communicate information, unimpeded by social, cultural, economic, geographic constraints.

INFORMATION & TELECOMMUNICATIONS TECHNOLOGY PROGRAM

The converging technologies of voice, video, and data are utilized in all curriculum areas, on all grade levels. Computer software is available for the teaching of various application programs, while computer courseware titles in all subject areas are integrated into curriculum implementation. In all classrooms, students and staff have full Internet access through our school system's local area and wide area networks. Staff members communicate via e-mail and the Groton Public School web site. There is a minimum of one multimedia computer in every elementary school classroom.



Internet Use

Computers are provided in every classroom to equip our students with the anticipated technical skills to compete in tomorrow's world of information and technology. Prior to receiving authorization to use the Internet, students and their parents/guardians must sign a "Permission and Contract" document provided by the school district. Use of the Internet is a privilege, and all students must abide by the Groton Board of Education "Internet Use Policy And Procedures" to assure it is used appropriately and responsibly.

HOMEWORK

Research evidence indicates a positive correlation between homework, student performance, and achievement. Regular homework will be assigned to students. Homework assignments should:

- be related to classroom instruction;
- be age and developmentally appropriate;
- provide reinforcement and enrichment of classroom instruction which can be independently completed by the student;
- emphasize critical thinking, problem solving and written expression;
- emphasize quality over quantity;
- be reviewed/assessed once submitted;
- contribute to the evaluation of the student's performance.

Homework should be relevant and instructionally sound and should not be used for disciplinary purposes. It should be noted that, on occasion, individual students may have to complete unfinished classroom work in addition to the regularly scheduled homework assignments.

The following homework procedures have been developed for grades PreK-5:

Gr. PreK,K Daily reading with parent or guardian.
Gr. 1 15 minutes of daily reading, plus 10 minutes of other homework activities, not more than 3 times per week.

Gr. 2 15 minutes of daily reading, plus 15 minutes of other homework activities, not more than 3 times per week.

Gr. 3 20 minutes of daily reading, plus not more than 20 minutes of other homework activities, 2 to 4 times per week.

Gr. 4 20 minutes of daily reading, plus not more than 30 minutes of other homework activities, 3 to 5 times per week.

Gr. 5 20 minutes of daily reading, plus not more than 45 minutes of other homework activities, 3 to 5 times per week.

Students may work on extended/long-term assignments during weekends and other designated periods of time including school breaks during the school year.

Reporting System

The evaluation of student progress is based upon end of the year grade level expectations listed in our curricula (located in the Library/Media Center). Each discipline is represented by instructional objectives which are described in the grade level curriculum manual.

Separate report cards will be used for each grade level.

Your child's progress is reported three times during the year - December, March and June. Conferences are held twice a year. In each marking period, parents will receive a cumulative copy of the report card.

Promotion

Students shall be placed by the certified staff at the grade level best suited to them academically, socially, and emotionally. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the certified staff, such exceptions are in the best educational interest of the students involved. The Board of Education recognizes that retention in grade, most often, is not — in the long term — in the best interest of the student. Retention, therefore, shall not be determined on a standards-based policy. Retention in grade may be made on an individual basis for compelling reasons based on data indicating that such a decision may benefit a specific child.

SPECIAL EDUCATION AND RELATED SERVICES

Special Education Instruction

The Planning and Placement Teams (PPT) in each of our schools ensure that students meet the eligibility requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEA) and state regulations. It is also through the PPT process that the district ensures that all students with disabilities aged 3 through 21 who require special education and related services, who have not graduated with a regular high school diploma, receive a free and appropriate public education. The district develops a written plan for each student requiring special education and related services. This plan is called an Individualized Education Program (IEP). An IEP is developed, implemented, maintained, reviewed, revised and evaluated for all students served by our district.

The district ensures that, to the maximum extent appropriate, students with disabilities are educated with students who are nondisabled. However, the district provides a continuum of programming options for students to the extent necessary in order to implement the IEP. Each student requiring special education and related services is educated in the school that he or she would attend if he or she did not require special education and related services, unless the IEP requires another placement.

The Integrated Preschool Special Needs Programs are designed to provide quality preschool programming as well as special education services to 3, 4 and 5 year old children in Groton. Special education and related services are provided to preschool children identified by the PPT as having a disability in accordance with their IEP. The programs also enroll typically developing peers to serve as role models for preschool children with disabilities. All preschool age children who are suspected of having a disability are screened and if necessary evaluated by the Early Childhood Assessment Team (ECAT) to determine eligibility for special education and related services.

Related Services

The following are available in each school:

Social work and psychological services are provided by certified school psychologists and certified school social workers who provide a range of services including support for all students and consultation and collaboration with educators, professionals and parents. School social workers and school psychologists work collaboratively with teachers and administrators to help create safe and supportive school environments, empower teachers to understand and respond to students' social and emotional needs, develop and monitor academic and behavioral interventions to enable students to attain educational goals and personal-social well-being, and coordinate community services, outside providers and agency involvement to prevent problems, enhance independence and promote optimal learning.

School psychologists conduct individual assessments to provide information that is helpful in determining a student's eligibility for special education and related services and in the development of individual academic and behavioral programs which maximize the student's achievement and educational success.

Speech and language services are provided by certified speech and language pathologists to students who exhibit speech-language impairments that adversely affect educational performance in accordance with the IEP. Speech and language pathologists participate in the development and monitoring of alternative procedures and programs in general education which may be explored and implemented, where appropriate, before a child is referred to special education. When concerns about a child's communication development continue despite the implementation of alternative interventions, speech and language pathologists conduct individual assessments to provide information that is helpful in determining a child's eligibility for speech and language services as special education or a related service.

Physical and occupational therapy are provided in accordance with the student's IEP.

Special Education Transportation is provided as a related service in accordance with the student's IEP.

Homebound Instruction is provided for students who receive special education and related services when recommended by the PPT in accordance with the student's IEP. Homebound instruction is also provided for any student for whom a physician has certified, in

writing, that the student's medical condition will cause an absence of at least three weeks' duration. Instruction typically begins no later than two weeks from the first day of absence.

Alternative Procedures and Programs Prior to Referral to Special Education

Before school personnel refer a student to a Planning and Placement Team (PPT), alternative strategies and programs in general education are explored and, where appropriate, implemented. Each elementary school in our district has a Child Study Team which works collaboratively with the classroom teacher and parents to develop and monitor the effectiveness of alternative strategies and supplemental interventions to assist the student within the general education program. For students who do not demonstrate a response to the targeted interventions over a specified time period, a referral to the Planning and Placement Team is made for additional testing to determine eligibility for special education services under IDEA.

SCHOOL HEALTH PROGRAM SERVICES

VNA of Southeastern CT provides the school nursing service for the Groton Schools. An on-site professional registered nurse is responsible for carrying out the many activities of the school health program. The professional registered nurse is assisted by school health aides in specific areas. The goal of the school health program is to assist each child to attain and maintain his/her optimum state of health so that he/she may benefit to the maximum degree from his/her educational experiences. The means of accomplishing this goal are to reduce the obstacles to learning caused by poor health and to contribute to education in healthful living.

Health Requirements For Registration

The Groton Board of Education in accordance with the Connecticut General Statute (Section 10-204A) requires that the required immunizations be documented by submission of a record at the time of registration.

Immunization record or proof of immunity must be confirmed in writing by a physician. Parents or guardians may check the specifics of the required immunizations by contacting their child's pediatrician, the school nurse or the school nurse supervisor at 860-444-1111. Military families will be granted a thirty day extension to bring their immunization record up to date.

The required immunizations are as follows:

1. **DTP/DTaP/TD**
2. **POLIO**
3. **HEMOPHILUS INFLUENZA TYPE B (HIB)**
4. **Hepatitis B (HBV)**
5. **MEASLES, RUBELLA and MUMPS (MMR)**
6. **VARICELLA**

Medical exemptions must be accompanied by a physician's note and a religious exemption must be accompanied by a written statement from the parent/guardian.

Students who do not have proof of immunization will not be registered in school, or if registered, will be suspended from school until such time as proof of immunization is presented to the school nurse.

Proof must be by immunization record, health record, or from a doctor's office.

Any deviations from these immunizations should be discussed with the nurse or call the School Nurse Supervisor at 444-1111.

Each record will be reviewed by school personnel and questions answered as to compliance with State Statute. This information will be transferred to a permanent health record and should be kept current by notifying the nurse when a child receives updating of immunizations.

Health Services Offered

The school nurse is available for counseling in these situations:

1. **Illness** - Counsels students, contacts parents as necessary.
2. **First Aid** - administers first aid and emergency care as needed.
3. **Immunization Clinics** - Information regarding clinics can be obtained from the school nurse.
4. **Physical Examinations** - Prior to grades 6 and 10, and sports activities at the Middle and High Schools.
5. **Scoliosis Screening** - For students in Grades 5, 6,

7, 8 and 9.

6. **Vision Tests** – For specific grade levels and for anyone who is referred.

7. **Hearing Tests** – For specific grade levels and for anyone who is referred.

8. **Teacher Nurse Conferences.**

9. **Health Education** – Does health education sessions on varying subjects in the classroom as a resource person.

10. **Health counseling Services** – To students, parents, and faculty in relation to health problems.

11. **Home Visits** – Made on behalf of students for varying reasons.

12. **Multi-Disciplinary Team Member** – Works with all professional school personnel to find the appropriate educational program for individual students.

You are encouraged to contact your school nurse with any questions or problems which you may encounter regarding the health of your child.

Physical Examinations

Each pupil enrolled in the public schools is required to have a health examination at periodic intervals. It is required that the first examination be done within the year preceding the child's entrance to school. A health assessment form shall be given to you on the registration day. Physical assessments are required prior to Grade 6 and Grade 10. These must be completed prior to that school year or the student will be excluded from school the beginning of the next year. Please refer to the Board policy on Physical Examinations on page 16 of this handbook.

Mandated components of the physical examination are as follows:

1. Hemocrit or hemoglobin test, height, weight and blood pressure;
2. Gross dental exam, vision, hearing, scoliosis screening and chronic disease assessment;
3. Immunizations as listed above.

Conferences will be held with the parents or guardian and the school nurse on the day of registration.

TB Testing (PPD): Skin testing to be done at the discretion of the physician.

General School Health Information

Health Records: An individual cumulative health

record is maintained for each child. The information recorded shall consist of a health history filled out by the parent or guardian at the time of registration. Results of ongoing screening tests are also incorporated into the record as they are performed at school. It is imperative that the parent/guardian notify the school nurse if a child has received an updating on immunization or has received a physical examination from the family physician. This cooperative effort is extremely beneficial in ensuring effective health care and prevents duplication of effort.

Health problems may restrict some students from participation in some school activities, such as physical education. In these circumstances, a note from a family physician describing the condition and advising the type and length of restriction is required. Permanent excuses must be renewed at the opening of each school year.



Communicable Disease: If a child is absent due to a diagnosed communicable disease such as chicken pox, please notify the school. When your child has recovered, he/she may be readmitted by the school nurse. In certain cases, such as infectious hepatitis, it may be necessary to have a readmission slip from a physician

Emergencies: Health care provided in schools is restricted to first aid in accidents and illness. Emergency cards, providing written authorization for further care, as well as names of physicians and other persons to be called in an emergency, should be on file for each child. It is of prime importance that the school be provided with an emergency telephone number in case of a medical emergency or routine illness which requires exclusion. The parent/guardian shall provide the school with an alternate telephone number of a relative, or neighbor, who has agreed to respond when the parent or guardian cannot be reached. This person should live within a reasonable distance from the school and be willing to accept the responsibility of providing transportation so that the child can be picked up at the school. This person will be responsible for your child's care and decisions made in your absence. The school will immediately summon an ambulance in cases of serious emergency.

Medication in the Schools: Students are not allowed to have any type of medications in the school according to Public Act No. 723. A physician's written order and parent's or guardian's authorization is required for a nurse or, in her absence, the principal or designee to administer medications. A form is available at each school to be filled out by the prescribing physician and signed by the parent or guardian. This form is returned to the school and kept with the child's health record.

Self-administration of medication will be allowed provided certain criteria are met. In the case of inhalant medications, self administration may be approved with a prescription from a physician and written parental consent on file.



The medication should be given to the school nurse by the parent or guardian. The medication can then be administered, as prescribed by the school nurse, or in her absence, the principal or designee. These forms must be reviewed at specified intervals.

No more than a 45 day supply of medication can be kept at the school at one time. Parents should pick up any unused medications at the end of the school year or they will be destroyed.

Exclusion: A child can be excluded from school for various illnesses or injuries. The school nurse recommends exclusion to the principal or designee according to the policies set by the school medical advisors and the State Department of Health. Students are also excluded if there is evidence of pediculosis or scabies.

SCHOOL ADMISSION AND ATTENDANCE

Kindergarten Registration

Children who are five years of age on or before January 1st will be admitted to kindergarten. A registra-

tion day for children enrolling for the first time in kindergarten is held in the spring in the office of the school registrar. (When applicable, pre-kindergarten registration admits children four years of age on or before January 1st who qualify.)

Parents of eligible children will receive information regarding registration procedures in the local newspapers or through school initiated notices.

The following information is required when a child is registered for kindergarten.

1. Birth Certificate
2. Address - proof of residency, lease, utility bill
3. Social Security Number
4. Verification of immunizations
5. Physical (required by the 1st day of school)
6. Health History form

Note: At the kindergarten registration your child may go through a readiness screening process.

Supplies, Textbooks, Material and Equipment

The school district will purchase such books, supplies, materials and equipment necessary to meet the needs of instruction in the schools. All books and equipment shall be loaned and materials and supplies furnished to all pupils free of charge.

New Residents

Families who are moving into Groton with school-aged children are required to make an appointment with the School Registrar located at the Central Office. To transfer children to the Groton School District, the following information should be presented to the Central Office Registrar:

1. Birth Certificate
2. Address - proof of residency in Groton
3. Report Card or transfer sheet from previous school
4. Verification of immunizations
5. Physical

Upon receipt of the above information, arrangements will be made by the Groton School District to obtain additional needed student records from the last school attended. Visits to your children's school should be arranged by contacting the school.

School Day Schedule

Children receive a minimum of 5 hours and 30 minutes of instruction each day with the exception of early dismissal days. Two hour early dismissal days are scheduled intermittently throughout the year to allow for parent-teacher conference and teacher in-service meetings.

The kindergarten program is provided in half-day and full day sessions.

Children are assigned to either the morning or afternoon sessions which include a minimum of 2½ hours of instructional time per day. Full day kindergarten programs are available at most buildings.

Elementary School Hours

Grades 1-5: 8:55 a.m. - 3:30 p.m.

Full Day Kindergarten:

8:55 a.m. - 3:30 p.m.

AM Pre-Kindergarten and Kindergarten:

8:55 a.m.-11:43 a.m.

PM Pre-Kindergarten and Kindergarten:

12:43 p.m. - 3:30 p.m.

Half Days

Grades 1-5: 8:55 a.m.-1:12 p.m.

Full Day Kindergarten:

8:55 a.m. - 1:12 p.m.

AM Pre-Kindergarten and Kindergarten:

8:55 a.m. - 11:03 a.m.

PM Pre-Kindergarten and Kindergarten:

11:04 a.m. - 1:12 p.m.

Absences

Good daily attendance at school is important to the academic and social growth of children. Occasions do arise, however, when absence from school is warranted and excused. These occasions can be categorized as: illness of the student, death in the immediate family, quarantine, and "exceptional urgent reasons" that may affect the child. The principal will determine what is covered by "exceptional urgent reasons." In addition, absences will be excused when, as a result of severe weather conditions, a parent or guardian indicates in writing that school attendance would have presented a danger to the health or welfare of the child. All other absences are considered unexcused. If your child is going to be absent, you are asked to call the school that morning.

A child who is absent from school must present, upon return to school, a note signed by the parent explaining

the absence. A note of explanation from a parent is required also when a child arrives late for the beginning of school. Early dismissals also require a note of explanation no later than the morning of the dismissal.

Students who are tardy should be signed in at the office by the parent/guardian.

It is suggested that parents be aware of the school calendar when planning family vacation trips. Missed work is not provided for students to take with them when they leave for unexcused absence, such as week long vacations. Students are encouraged to read and keep a journal while they are out.

The Board of Education policy on attendance is provided on pages 13-15 of this handbook.

BUS TRANSPORTATION AND SAFETY

Transportation is provided for elementary school children who reside one (1) mile or more from school (1/2 mile or more for Pre-Kindergarten and Kindergarten children). Children residing less than one (1) mile from school will be bused only when a hazardous condition, as defined by the Pupil Transportation Policy of Groton Public Schools exists along the walking route.

PreKindergarten and Kindergarten children are to be met by a parent or a designated person at midday and end of the day bus runs or the child will be returned to the school. Please notify your school's principal in writing if you cannot or choose not to follow this procedure. If we do not hear from you in writing, we will follow our procedure as outlined including the return of the child to the school, if warranted.

Crossing Guards

A crossing guard is stationed at hazardous intersections within a reasonable distance of the school. Normally the crossing guard will be on duty when your child is traveling to or from school. The crossing guard is employed and trained by the Police Department. Parents are



asked to stress the importance of cooperating with the school safety crossing guard.

Bus Code of Conduct

Bus transportation to school is a privilege available to all students. However, this privilege can be suspended. The bus is an extension of the school and it is expected that proper behavior will prevail. The driver is in FULL charge on the bus, and his/her instructions are to be obeyed. For the student's comfort and safety he/she must abide by the following:



- Be on time. Buses must meet a schedule.
- Respect personal property while waiting at a stop.
- As the bus approaches, form a single line. Do not move toward the bus until it stops.
- Enter the bus in an orderly manner and take a seat.
- Remain seated while the bus is in motion.
- Quiet conversation is encouraged. Do not distract the driver by loud talk or shouting.
- Appropriate language must be used at all times.
- Do not offend pedestrians or passengers in other vehicles by shouting out of windows or making obscene gestures.
- Nothing is to be thrown or tossed within the bus or out of the bus.
- The carrying of weapons, or any object that may be used as a weapon, on the bus is prohibited by State Law.
- Do not bring cigarettes, matches or lighters to school. Smoking is not allowed.
- Get on and off at a regular stop. Do not request special consideration.
- Pupils who deface the bus will be held liable for its repair. Should you note any damage, report it immediately to the driver.
- Any student who loses the privilege of riding the bus due to misconduct, is still required to attend school.
- Student and parents are invited to discuss any bus problem with the principal or assistant principal.

Safety Guidelines

Safety awareness and the prevention of accidents are important safety goals of each school. Parents are urged to assist their children in following these safety guide-

lines.

- Start for school early enough to arrive without rushing. Plan to be at the school 5-10 minutes before the late bell.
- Walk on the sidewalk. If there is no sidewalk, walk on the left side of the road facing oncoming traffic.
- Refuse to approach or enter strange automobiles. Invitations to do should be reported at home and at school.
- Proceed directly to school or home before beginning to play.
- Be considerate of smaller children.
- Be courteous and quiet on the school bus.
- Refrain from throwing snowballs on the way to or from school.
- Remain on the school grounds while school is in session.
- Cross streets only after looking carefully in each direction.

Toys/Personal Devices

Devices such as cellular phones, pagers, "Walkmen," radios, games, laserpointers, etc., are not to be used during the school day. If visible, they will be taken from the student and held until the end of the school day for the first offense. Subsequent violations will result in disciplinary action including devices being taken from the student and held until parents pick them up. The school is not responsible for lost or stolen articles. Therefore, it is recommended that these items not be brought to school.

Video Surveillance

The Board of Education, having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order and discipline, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

Weather Emergencies

Schools will be closed when weather conditions

make it hazardous to transport children to the assigned schools. Notice of such closing is broadcast on local radio stations beginning at 6:00 a.m. through the School Messenger auto dialing system and on our web site www.groton.k12.ct.us. Please listen to the radio or television and check your messages and do not call the school, central office, police or radio stations. NOTE: It is important that your contact number be kept up-to-date with your child/children's school so that you receive all messages.

Should weather conditions develop during the day which would make bus travel dangerous, an early dismissal will be called. To prepare for the possibility of an unplanned early dismissal, it is suggested that parents arrange an alternate place for children to go in the event that no one is at home.

It is also possible that school opening will be delayed 1^{1/2} hours when it appears that conditions will improve. Selected radio, television stations, School Messenger, and our web site will carry the announcement for "no school" or delayed openings. Normal delayed openings will be 1 1/2 hours unless otherwise notified. Tune into any of the following for this information:

- GPS Channel 19
- WADK 99.3 FM or WADK 1230 AM
- WBMW 106.5 FM
- WFSB TV - 3
- WCTY 97.7 FM or WICH 1310 AM
- WTNH TV - 8
- WKNL 100.9 FM
- WVIT TV - 30
- WNLC 98.7 FM
- WQGN (Q105) 105 FM

School messenger: This is a "phone alert" system. The Superintendent can send messages home or to designated numbers to notify families of delays or cancellations.

EMERGENCY PROCEDURES

Fire Drill

Fire drills and lockdown drills are conducted during the school year. During a fire drill, students must pass quickly and silently in a single file to the nearest exit as

directed by the teacher and remain with their class. Directions for this procedure will be found in each classroom near the exit door. After the fire drill, students will return to their classes at the direction of the teacher.

Lockdown Drill

For a drill or in the event of an emergency, a code red lockdown may be initiated. When a "code red" is announced, students and school personnel shall go to the nearest classroom, remain outside or remain in another appropriate location until "code green" is announced. Directions for code red are posted near the exit door in all classrooms.

Potassium Iodide Pills

Potassium Iodide (KI) Pills are available for all students. In the event of an accident at any of the nearby nuclear reactors, it is possible that radioactive iodine could be released into the atmosphere. Radioactive iodine can be absorbed into the thyroid gland. Potassium iodide, also known by its chemical name "KI", is an over-the-counter drug that protects the thyroid gland from radioactive iodine. Your child's school has been stocked with enough KI pills for all staff and students. All parents/guardians are asked to fill out a potassium iodide (KI) student medication authorization form. This form must be filled out only once for the time the student is enrolled at the Groton Public Schools. This form is available from the school nurse.

FOOD SERVICES

The Groton Board of Education offers, where facilities permit, a program of food services as a participant in the National School Lunch Program. Prices may be subject to change by the Groton Board of Education. Free and reduced price lunches and free milk are available to eligible children. At the beginning of each school year, an application form and explanatory letters are sent to all parents.

Lunch is not served on designated half days.

DRESS CODE

School dress may be regulated and students are encour-

aged to dress in clothing appropriate to the school setting. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

Any school dress which impairs the safety or increases the risk to self or others, causes discomfort to others (e.g. uncleanliness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or inherently contains unreasonable potential to hurt or upset others is prohibited.

The following guidelines will be used in judging appropriateness of clothing worn in school:

1. Students must wear foot apparel in school at all times which is appropriate and safe for school. Shoes with laces must be tied.
2. Shoes, or any type of foot apparel, with wheels are not allowed.
2. Clothing and accessories must be free of offensive signs, slogans or language.
3. Items of apparel that can be disruptive may be banned for that reason.
4. Underwear worn as outerwear and any clothing that exposes underwear are prohibited.
5. Clothing must be appropriately sized. Pants must be worn at the waist.
6. No hats, bandanas, "do-rags," hoods or any other headwear may be worn in the building.
7. Pajamas and lounge wear are prohibited.
8. Clothing that is deemed by the administration to be too short is prohibited.
9. Final decisions regarding inappropriate clothing rest with the administration.

BOARD OF EDUCATION POLICIES

The complete text of all Board of Education policies is available for review in each school and in the Central Administrative Office. Selected policies are summarized in this handbook for student and parent information.

Attendance

The Groton Board of Education recognizes that regular attendance in school is fundamental to a child's achievement. Instructional experiences that occur in school are

meaningful and essential components of the learning process. Time lost from class is irretrievable. It shall be the policy of the Groton Public Schools to encourage regular, daily attendance by all students.

It is the responsibility of parents or guardians of all children five (5) years of age and over and under eighteen (18) to cause their children to attend school regularly. School personnel shall act cooperatively with parents or guardians to support and assist them in this effort. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

This policy shall not apply to any child receiving equivalent instruction (either in private school or otherwise) in accordance with Connecticut General Statute Sec. 10-184.

Absence from School

The Board of Education believes a student should not be absent from school without the parent's knowledge or consent. Therefore, verification of each absence shall be in writing by parent or guardian.

An absence shall be considered excused when it is the result of

- illness or injury
- death in the family
- religious obligation
- court appearance/jury duty
- school sponsored activity
- suspension from school
- college visitation
- participation in an educational program organized and/or sponsored by a recognized institution of learning.
- any situation deemed legitimate by the building principal or designee.

All other absences, including absences on scheduled school days for family vacations, shall be deemed unexcused. School personnel shall notify parents of all unexcused absences.

Tardiness and Class Cutting

All students are expected to arrive at school on time and to attend all classes in which they are registered. Elementary students who arrive in class after the announced starting time of the school day shall be determined to be tardy. Middle school and high school stu-

dents who arrive after the announced starting time shall be determined to be tardy. Students who absent themselves from class without the prior approval of an appropriate school official shall be determined to have “cut” the class. Tardiness and “cutting” of classes shall subject the student to disciplinary action.

Truancy

Any student five (5) years of age and over and under eighteen (18), who has accumulated four (4) unexcused absences in any one calendar month, or ten (10) unexcused absences in any school year shall be determined to be a truant. Any student five (5) years of age and over and under eighteen (18), who has accumulated twenty (20) unexcused absences in a school year shall be determined to be an habitual truant.

At the elementary level, student attendance shall be monitored on both a daily and a session (a.m.,p.m.) basis. At the secondary level (middle and high school), student attendance shall be monitored on both a daily and period basis.

Each building principal shall develop procedures to monitor student attendance which, as a minimum, shall include the following:

- a. Annually at the beginning of the school year and upon enrollment of a student during the school year, notifying parents or guardians of each child enrolled in school of their obligations under the attendance policy, and of their obligations to cause their children to attend school pursuant to Connecticut General Statute Sec. 10-184. Specifically, parents or guardians shall (1) notify the school by telephone on the date of a child's absence, and (2) write an excuse note to be delivered to the school upon the child's return to school.
- b. Holding a meeting with the parents or guardians of truants to review and evaluate the reasons for the child being truant. This meeting shall be held not later than ten (10) school days after the child's fourth (4th) unexcused absence in a month or tenth (10th) unexcused absence in a school year.
- c. The coordination of services with referrals of children to community agencies providing child and family services.
- d. Obtaining from each parent or other persons having control of an enrolled child, a telephone number or other means of contacting such parent or other person during the school day.
- e. Making a reasonable effort to notify, by telephone,

the parent(s) or other such persons whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person is aware of the student's absence.

If the parent or other person having control of a child who is truant fails to attend the meeting described at section b. above (after a fourth unexcused absence in a month, or tenth unexcused absence in a school year), or if such parent or other person otherwise fails to cooperate with the school in attempting to solve the truancy problem, the superintendent of schools shall file a written complaint with the superior court for each such truant pursuant to Connecticut General Statutes Sec. 46b-149 alleging that the acts or omissions of the child are such that his/her family is a family with service needs.

Attendance Parameters For Excused or Combination of Excused and Unexcused Absences

Elementary/Middle School:

The Principal will send a notification letter to the parents/guardians of any student who has 10 absences, stipulating the student's number of absences. These absences may be categorized as excused or may be a combination of excused and unexcused absences. (Note: If the student has accumulated a specific number of unexcused absences within a designated time frame, the Board of Education's Attendance Policy on truancy outlines certain procedures which must be followed.) The Principal will also enclose a copy of the Board of Education's Attendance Policy with the notification letter and will request that the parents/guardians review the policy with their child.

The Principal will request a conference with parents/guardians after their child has acquired 20 excused or a combination of excused and unexcused absences. The purpose of this conference is to discuss health issues and to develop a plan of action.

Students who are absent from school for 30 days or more without an approved plan of action, for any reason (excused and/or unexcused) shall be retained.

The Superintendent of Schools shall:

- a. Assure that this policy is implemented equitably in each of the schools of the district through a standard set of procedures. These procedures shall pro-

vide appropriate incentives to encourage regular attendance. They may require disciplinary actions, including exclusion from extra-curricular and athletic activities, to stimulate regular attendance. No student shall be automatically dropped from a class or from enrollment at school due to excessive absence.

- b. File a monthly report on student enrollment attendance with the Board of Education.
- c. Provide an annual report to the State Department of Education on a school by school basis listing the number of children enrolled who are habitual truants.

Pledge of Allegiance

Each school within the district shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the Pledge, such student may choose to remain seated and silent. Students may wish to use this time to reflect on their philosophy, belief, or remember loved ones. In any event, all students must be courteous and respectful of the beliefs of others.

Child Abuse - Prevention and Reporting

School personnel are in a unique position to observe signs of abuse, maltreatment or neglect of students by their parents, guardians or by school employees. Any person (employee, volunteer, contracted service provider, etc.) having reasonable cause to suspect that abuse, maltreatment or neglect of a Groton student has been caused or may be caused by the parent, guardian or person responsible for such child's health, welfare or care or by a person given access to such child by such responsible person including any school employee, shall immediately report this suspicion orally to the Commissioner of Children and Families or a law enforcement agency within 24 hours, and as otherwise required by the Connecticut General Statutes and this policy.

Definitions:

"Child abuse" is defined as a situation in which any child under the age of eighteen (18) years has had phys-

ical injury or injuries inflicted upon him/her other than by accidental means, or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Child neglect" is defined as a situation in which any child under eighteen (18) years has been abandoned, or is being denied proper care and attention, physically, educationally, emotional or morally, or is being permitted to live under conditions or circumstances injurious to the child's well being, or has been abused.

Sexual Harassment

It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

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

If individuals or parents suspect that they or any students may be victims of sexual harassment, they should contact the District Title IX Compliance Officer Denise Doolittle at 572-2150 immediately.

Bullying

Bullying, hazing, menacing and/or abuse of students or school personnel will not be tolerated. Bullying is any overt act (including electronically transmitted acts - i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student, which acts are committed more than once against any student during the school year. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle. Any student or group of students who engage in bullying behavior shall be subject to appropriate disciplinary action, which may include suspension, expulsion and/or referral to law enforcement officials.

Bullying may take many forms, such as, but not limited to:

1. Physical violence or attacks;
2. Verbal taunts and name-calling;
3. Discriminatory slurs, including, but not limited to, insulting, disparaging or derogatory comments regarding a person's race, sex, sexual orientation, religion, national or ethnic background, or disability;
4. Threats and intimidation;
5. Extortion or stealing of money or other property;
6. Exclusion from the peer group.

A comprehensive program to address bullying at all school levels is essential to reduce incidents of bullying. Therefore, bullying prevention and intervention programs shall be implemented at all Groton Public Schools. These programs will strive to develop a school environment:

- which firmly limits bullying behavior;
- where non-hostile, non-physical negative consequences are consistently applied in cases of bullying behavior;
- where adults act as authorities and positive role models; and where students and parents are included in efforts to improve the school climate.

Prevention and intervention strategies may include, but not be limited to the following:

- Implementing an evidenced-based model for positive behavioral interventions;
- A school climate survey;
- A bullying prevention committee;
- Clear display and reinforcement of school rules;
- Adult Supervision;
- School-wide training related to a safe school environment;
- Provision for the inclusion of language in student codes of conduct concerning bullying and annual notification of the process for reporting bullying.

The following standards shall be observed in dealing with observed bullying behavior:

1. Students are encouraged to report acts of bullying to teachers and school administrators, on an anonymous basis, if necessary or appropriate.
2. Parents or guardians of students may file written reports of suspected bullying with the school principal.
3. Teachers and other school staff members who witness acts of bullying or receive student or parent reports of bullying are required to notify the school principal/designee immediately and in writing. This immediate communication must be accompanied by an

acknowledgement that the principal/designee has received the information.

4. Principals or other designated school administrators shall investigate all written reports and review all anonymous reports of bullying, and report their findings to the Superintendent of Schools. Each such report shall include an intervention strategy where appropriate. No disciplinary action shall be taken solely on the basis of an anonymous report. An anonymous report may lead to a more thorough investigation.

5. The parents or guardians of students who commit any verified acts of bullying and the parents or guardians of any victims of bullying shall be notified of the bullying behavior, including 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. Both sets of parents/guardians will receive in writing an invitation to attend separate meetings to discuss intervention efforts. Documentation of invitations shall be maintained.

6. Appropriate corrective action shall be taken by school administrators to insure that bullying behavior does not continue and to prevent retaliation against any person who reports, or is the victim of such bullying, including disciplinary and/or counseling action where appropriate.

7. Each of the Groton Public Schools shall maintain a list of the number of verified acts of bullying and shall make such list available for public inspection.

8. Reasonable training will be made to all staff holding an educational certificate where there is not an evidence-based model approach.

9. If anyone feels appropriate action has not been taken, a written complaint can be filed to the Title IX Coordinator.

Physical Examinations

Sports Physicals

It is the Policy of the Board of Education to require physicals for participation in sports. Physicals for participation in sports for athletes shall be required within thirteen months prior to the date the student is to participate in interscholastic sports. Documentation of this physical must be placed in the student's health record.

The Board of Education recommends that all physicals be performed by the student's own physician. If, for some reason, this is not feasible, sports physicals will

continue to be provided by the school physician. Annual written parental permission will be required before physicals can be performed by the school physician.

Mandated Physicals

It is the Policy of the Board of Education to require periodic health assessments prior to Kindergarten, Sixth and Tenth grades, unless objected to in writing on religious grounds by the parents or guardian of the student (or by the student if age 18 or over). No record of such medical examination shall be open to public inspection.

Suspension/Expulsion

All employees in the school system shall have an obligation to monitor the behavior of students and to report student misbehavior in accordance with the terms of the Groton Board of Education policy on Suspension/Expulsion. A complete description of the board's policy is included with this student handbook.

Definitions of significant words and phrases in the policy and the sections of the policy are included here. *Refer to the policy to fully understand the Expulsion/Suspension topic.*

Note to students: If for any reason you are in possession of anything that you have a question about, discuss this with any adult in the school.

Definitions

- A. "Exclusion" is any denial of public school privileges to a student for disciplinary purposes.
- B. "Removal" is the exclusion from a classroom for all or part of a single class period, provided the exclusion does not extend beyond ninety (90) minutes.
- C. "In-School Suspension" is the exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided the exclusion does not extend beyond the end of the school year in which the in-school suspension was imposed.
- D. "Suspension" is the exclusion from school privileges, or from transportation services only, for no more than ten (10) consecutive school days, provided the exclusion does not extend beyond the end of the school year in which the suspension was imposed.
- E. "Expulsion" is the exclusion from school privileges for more than ten (10) consecutive school days, and is deemed to include, but not be limited to, exclusion from the school to which the student was assigned at the time the disciplinary action was taken, provided the exclusion does not extend beyond a period of one calendar year.
- F. "Emergency" is a situation under which the continued

presence of the student in school poses 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 the student as possible.

- G. "Firearm" is 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any explosive, incendiary, or poison gas such as a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any similar device, and excluding an antique firearm, as defined in 18 U.S.C. 921, as amended.
- H. "Deadly weapon" is any weapon, whether loaded or unloaded, from which a shot may be discharged, or switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles, as defined in C.G.S. § 53a-3(6).
- I. "Dangerous instrument" is any instrument, article, substance or device which is capable of causing death or serious physical injury, or which poses a serious threat to school personnel, students or property, including by way of example, but not limited to any knife with a metal blade or a razor, utility knife, box cutter, or 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 to persons or property.
- J. For purposes of determining the availability of an alternative educational opportunity, or a statutorily mandated expulsion, a "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, including a vehicle, as defined in C.G.S. § 53a-3(7).
- K. "Martial arts weapon" is a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star, as defined in C.G.S. § 53a-3(21)
- L. The term "seriously disruptive of the educational process" means a marked interruption or severe impediment of the day to day operation of the school. In making such a determination the administration may consider, but shall not be limited to: whether the incident occurred within close proximity of a school; whether other students from the school were involved, or whether there was any gang involvement; whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in C.G.S. §29-38, and whether any injuries occurred; and whether the conduct involved the use of alcohol or drugs. This definition of "seriously disruptive of the educational process" shall apply to all portions of this Policy.

M. Bullying is defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, as:

1. physical violence and attacks,
2. verbal taunts, name-calling and put-downs including ethnically-based verbal abuse and gender-based put downs,
3. threats and intimidation, extortion or stealing of money and possessions.

SUSPENSION/EXPULSION POLICY OUTLINE

Section I	Definitions [provided above]
Section II	Removal of students from class
Section III	In-school suspension of students; Reassignment
Section IV	Suspension of students
Section V	Expulsion of students <ol style="list-style-type: none"> A. Procedure B. Alternative education opportunity C. Special education D. Student records, transfers and with-drawals E. Readmission
Section VI	Standards governing suspension and expulsion <ol style="list-style-type: none"> A. Statutorily required expulsion proceedings B. Administratively required expulsion proceedings C. Discretionary proceedings for suspension and/or expulsion
Section VII	Notice of disciplinary policies and action
Section VIII	Statutory modification

Policy Revised: December 13, 2004

Dangerous Instruments

The Board of Education, concerned for the safety and welfare of all students and school personnel in school and at school sponsored activities, prohibits carrying of a dangerous instrument on, or introducing a dangerous instrument on, or introducing a dangerous instrument onto, school grounds or at school sponsored events or on any school vehicle.

Possession and/or use of any such dangerous instrument by a student shall result in an expulsion hearing, as required under Board of Education Policy 5115.

Alcohol, Drugs and Tobacco

It is the policy of the schools to take appropriate action in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined by the Penal Code of the State of Connecticut and inhalable substances (including gases, solvents, butane, propane, adhesives).

In the event that the student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, he/she will be suspended/expelled from school in accordance with the suspension/expulsion policy.

Personal privacy rights of students shall be protected as provided by law.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel.

The Board is also concerned that other substances, not listed as “controlled substances”, such as contained in common household items and inhalants, if purposely used inappropriately, can also have a stimulant, depressant or hallucinogenic effect on students. Inappropriate use, possession, sale or distribution of these non-controlled substances will result in disciplinary action, including but not limited to, suspension and/or expulsion. Further, grade level appropriate education pertaining to proper use of these materials and the danger of abuse shall be presented.

Smoking and/or possession of tobacco products by students are prohibited in school buildings, on school grounds, at school activities and on school buses at all times.

Psychotropic Drug Use

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. This shall not prohibit (nor require) a recommendation by the school’s medical staff, including school nurses and/or the District’s medical advisor, for evaluation by an appropriate medical practitioner. Further, upon the consent of the

student's parents or guardian, school personnel may consult with the medical practitioner regarding such use. The refusal of a parent or other person having custody of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for referral to the Department of Children and Families (DCF) unless such refusal causes such child to be neglected or abused, as defined in C.G.S. §46b-120.

Surveys of Students (Student Privacy)

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

No student shall be required as part of any program to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student's parent;
- B. Mental or psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student's parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student's parent/guardian.) For the purpose of this policy, "instructional material" does not include academic tests or assessments.

All instructional materials, regardless of format, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian, or of the student, if he/she is 18 years of age or older. Academic tests and assessments are not included.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The schools will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable*, schools will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to exclude their children from participating in such surveys, analyses, or evaluations.

**"Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to exclude their children from participating, if desired.*

Homeless Students

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on lack of proof of residency or lack of documentation of required immunization. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District in compliance with federal and state law.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District. Migrant students are students who move with itinerant workers (parent(s)/guardian(s) who travel from one area to another in search of work.

This program will include a means to:

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

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

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

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

For purposes of this policy, the term “migrant” student shall mean a student who is, or whose parent or legal guardian is, a migratory agricultural worker, including a migratory dairy worker and migratory fisher worker, and who, within the preceding thirty six (36) months, has changed school districts to obtain, or for his/her parents to obtain, agricultural, fishing or dairy work.

HEALTH

Asbestos Management

The school district complies with Asbestos Hazard Emergency Response Act of 1986 (AHERA). Specifically accredited/certified persons will be utilized as required to inspect all school buildings for asbestos-containing material. Appropriate action will be taken to control the release of

asbestos fibers upon completion of inspections. Corrective steps and long-range maintenance in a management plan shall be made available to all concerned persons and filed with the Department of Public Health.

Employees, parents and the public shall be notified of this plan. Records shall be maintained of the location of all known asbestos and records shall be maintained of all abatements. Further information concerning the school district's procedures for asbestos control, removal and disposal can be found in the school district offices.

Pesticide/Herbicide Application Plan

The use of pesticides/herbicides in the Groton schools is regulated. Pesticides/herbicides are used only when there is no alternative and then only after regular school hours and when there are no planned activities except when there is an immediate health threat and then only non-restricted pesticides/herbicides are used. Children are not allowed into the area of use until it is safe to do so per the directions for use of the pesticide/herbicide label.

Parents/guardians and staff may register with the school principal to be notified before the date of application of the active pesticide/herbicide ingredients and the location of the application. Records of pesticide/herbicide use for the past 5 years are available for review at each school.

No pesticides have been used in recent years. Use of herbicides has been limited to athletic fields at Fitch High School.

The pesticide/herbicide management plan is available by contacting C. Wesley Greenleaf, Director of Buildings and Grounds (860-572-2190).

Green Learning Program

Environmentally preferable cleaning products that minimize the potential harmful impact on the environment and human health are chosen for use in the Groton Schools. Products are chosen that meet or exceed standards approved by the Federal Department of Administrative Services in consultation with the Commissioner of Environmental Protection. Such products include but are not limited to general purpose cleaners, bathroom cleaners, carpet cleaners, glass cleaners, floor finishes, floor strippers, hand cleaners, and soaps. Employees, students, parents and others entering Groton Public School facilities are prohibited from bringing any cleaning products into the schools.

Groton Public Schools

Code of Conduct

Respect

- Respect the learning process.
- Treat others as you would have them treat you.
- Understand, respect and celebrate diversity.
- Respect personal and school property.

Responsibility

- Learn from mistakes.
- Be on time.
- Be prepared.
- Do your best every day.
- Dress appropriately.

Commitment

- Be a committed learner.
- Participate in class every day.
- Be a productive citizen of the school community.
- Celebrate success.

GROTON PUBLIC SCHOOLS

SCHOOL CALENDAR 11 • 12

AUGUST

1 days, 1 accrued

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
18	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER

21 days, 22 accrued

M	T	W	TH	F
			1	2
LD	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER

19 days, 41 accrued

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
CD	19	19	20	21
24	25	26	27	28
31				

NOVEMBER

18 days, 59 accrued

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	TG	25
29	30			

DECEMBER

17 days, 76 accrued

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY

20 days, 96 accrued

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
MLK	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

19 days, 115 accrued

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
PD	21	22	23	24
27	28	29		

MARCH

22 days, 137 accrued

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

15 days, 152 accrued

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	GF
16	17	18	19	20
23	24	25	26	27
30				

MAY

22 days, 174 accrued

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
MD	29	30	31	

JUNE

7 days, 181 accrued

M	T	W	TH	F
				1
4	5	6	7	8
11	12**	13**	14**	G**
18	19	20	21	22
25	26	27	28	29

MARKING PERIODS
Grades K-5

Period Ends	Reports Issued
Dec. 1	Dec. 9
Mar. 8	Mar. 23
June 11	June 11

July 2-5July 4th Holiday Recess
 Aug. 25, 26Freshman Orientation, 8:00-11 a.m., at Fitch High School
 Aug. 31* First Day of School for Students
 Sept. 5LD Labor Day
 Sept. 29Rosh Hashanah (Informational Only)
 Oct. 8Yom Kippur (Informational Only)
 Oct. 11CD Columbus Day
 Oct. 26, 27, 28Elementary/Middle School Conference Days, K-8
 Nov. 8[] Professional Development Day for Teachers - no school for students
 Nov. 11VD Veterans' Day
 Nov. 23Early dismissal due to Holiday Recess
 Nov. 24, 25TG Thanksgiving Holiday Recess
 Dec. 23Early dismissal due to Holiday Recess
 Dec. 24, Jan 2Holiday Recess
 Jan. 16MLK Martin Luther King Birthday Observed

Feb. 10PD President's Day (Lincoln and Washington) Recess
 Mar. 5-30CMT/CAPT Test Dates
 Mar. 28-30Early Dismissal for Elementary School Conference Days, K-5 Only
 Apr. 6-13Spring Recess/Good Friday
 April 24Early Dismissal (CEU)
 May 25Early Dismissal (CEU)
 May 28MD Memorial Day
 June 11LAST DAY OF SCHOOL
 June 15[G] GRADUATION, early dismissal
 June 12, 13, 14, 15... ** Storm make-up days, if necessary.

Early Dismissal Session