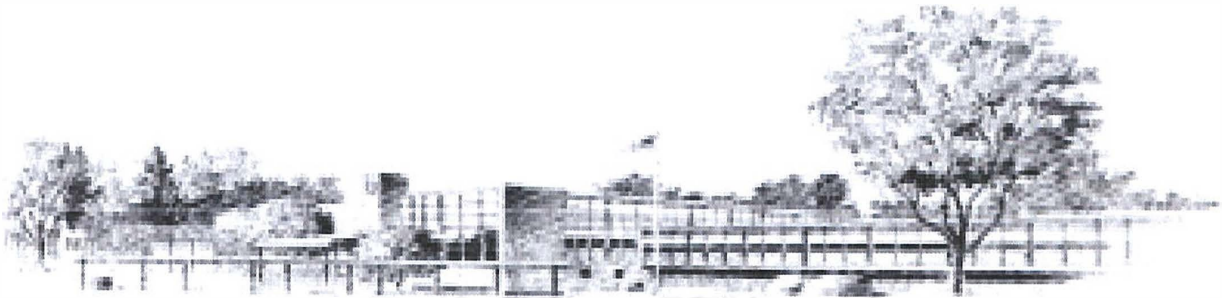


# Eastern Middle School Handbook 2018-2019

Jason Goldstein, Interim Principal  
Lora Parisi, Assistant Principal  
Joanna Savino, Assistant Principal



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U.S. Office of Education Recognized School of Excellence  
Connecticut State Department of Education School of Distinction

# Greenwich Public Schools

## Vision of the Graduate

### MISSION AND CORE VALUES

It is the Mission of the Greenwich Public Schools

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Core Values: "As educators, we value...

A Comprehensive education: we provide our students with a challenging, well-rounded education that includes the arts, humanities, mathematics, the sciences, technology, and health, and that fosters students' social and emotional well-being.

High expectations: we hold ourselves and our students to high standards of performance and behavior.

Integrity: we are honest, ethical, and respectful of others, and we foster those traits in our students.

Accountability: we establish clear goals, measure progress, and take responsibility for results, and we teach our students to become responsible, self-motivated learners.

Collaboration: we partner with parents and our diverse community to support our students' learning, and we teach our students to work cooperatively with others to accomplish goals.

Diversity: we appreciate, respect, and learn from diverse viewpoints, and we teach our students to do the same.

Life-long learning: we challenge ourselves to continue our own professional and personal development, and we strive to instill a love of learning in our students."

### VISION OF THE GRADUATE

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge-which is established in local curricular documents reflecting national and state standards as well as workplace expectations--all students will develop their individual capacities to:

#### Academic Capacities

Master a core body of knowledge

Pose and pursue substantive questions

Critically interpret, evaluate, and synthesize information

Explore, define, and solve complex problems

Generate innovative, creative ideas and products

#### Personal Capacities

Be responsible for their own mental and physical health

Conduct themselves in an ethical and responsible manner

Recognize and respect other cultural contexts and points of view

Pursue their unique interests, passions and curiosities

Respond to failures and successes with reflection and resilience

#### Interpersonal Capacities

Communicate effectively for a given purpose

Advocate for ideas, causes, and actions

Collaborate with others to produce a unified work and/or heightened understanding

Contribute to community through dialogue, service, and/or leadership

### ABOUT THIS HANDBOOK

This handbook provides information about the most commonly referenced Board of Education Policies and Administrative Procedures for the Greenwich School District. The handbook does not provide complete policies or procedures. Changes in the policies are made throughout the year and are made available to parents and students through newsletters, web pages, and other communications. For the most current and up to date Policies and Procedures please go to:

<http://www.boarddocs.com/ct/greenwich/Board.nsf/vpublic?open>. Throughout this handbook the term parent is used to represent both parents and legal guardians.

## BOARD OF EDUCATION

By state law, the Board of Education is responsible for the public schools. It generally meets twice a month - once in a work session and once in business meeting - to review, discuss and/or take action on Board and Administrative reports/proposals and to review/revise Board Policy. Members of the public may address the Board during the public hearings held at the monthly business meetings on an agenda item or a non-agenda item. Meetings dates, times, agendas, policies and documents are available on the Board's eGovernance website at:

<http://www.boarddocs.com/ct/greenwich/Board.nsf/Public#>

The Board is bipartisan and unpaid. Two members from each political party are elected every two years for a four-year term. Listings of current Board members, committees, liaison assignments, etc. may be obtained through the Communications office (625-7426) and/or through the Greenwich Public Schools web site [www.greenwichschools.org](http://www.greenwichschools.org)

**Located at 290 Greenwich Avenue, the Havemeyer Building houses the Board of Education and the offices of the Superintendent of Schools and her staff.**

### Central Administration

Interim Superintendent	Mr. Ralph F. Mayo	(203) 625-7425
Deputy Superintendent	Dr. E. Ann Carabillo	(203) 625-7446
Chief Academic Officer	Ms. Irene Parisi	(203) 625-7463
Chief Pupil Personnel Services(PPS) Officer	Ms. Mary P. Forde	(203) 625-7466
Chief Human Resources Officers	Mr. Robert Stacy	(203) 625-7460
Director of Communications	Ms. Kim Eves	(203) 625-7415
Chief Information Officer	TBD	(203) 625-7452
Research Manager	Ms. Jennifer Lau	(203) 625-7431
Director of Educational Technology	Mr. Michael Ting	(203) 625-7442

### Business & Operations

Chief Operations Officer	Ms. Lori O'Donnell	(203) 625-7471
Finance Supervisor	Ms. Patricia Maranan	(203) 625-7429
Business Operation Officer	Ms. Angela Vinci	(203) 625-7438
Director of School Facilities	Mr. Daniel Watson	(203) 625-7437
Food Services Director	Mr. John Hopkins	(203) 625-7424
Transportation Manager	Ms. Vicki Gregg	(203) 625-7449
Senior Buyer/Warehouse/Contracts	Mr. Eugene Watts	(203) 625-7411
Director Safety & Security/Residency Verification	Mr. Tom Bobkowski	(203) 625-7478

### Program Administrators

Adult & Continuing Education	Mr. Braulio Santiago	(203) 625-7403
Language	Ms. Adriane Hirsch-Klein	(203) 413-8454
Humanities	Ms. Lori Elliot	(203) 625-7484
Unified Applied Arts	Ms. Laura White	(203) 625-7435
STEM	Ms. Sheila Civalé	(203) 625-7483
Special Education	Ms. Carleen Wood	(203) 625-7487
Special Education	Ms. Karen Vitti	(203) 625-7472
Special Education	Ms. Amy DeNicola	(203) 625-3945
Special Education	Ms. Carrie Borcharding	(203) 625-7492
Advanced Learning Program	Ms. Bonnie O'Reagan	(203) 625-7422
Library & Media	Mr. Rob Himson	(203) 625-1386

# Eastern Middle School Handbook 2018-2019

## Introduction

Eastern Middle School is an award-winning school which takes pride in the achievements of its students in academic, co-curricular and athletic programs.

In order to have a successful experience at Eastern, our students must demonstrate respect for themselves, others and our community. We expect our students to do their best in all subjects and to initiate contact with their teachers when they are experiencing difficulty. It is also important for our children to recognize that they must be considerate of others and appreciate and understand that we live in a diverse society. We also encourage our students to be respectful of our facilities and to give back to our community by participating in a school or community sponsored service activity. We encourage our students to get involved, make good decisions and demonstrate respect, which will ensure that they will have a successful experience at Eastern Middle School.

### **The Responsible Learner**

- *Writes homework assignments into his/her planner on a daily basis*
- *Keeps an organized notebook*
- *Follows directions and listens to others during class discussions*
- *Is an effective notetaker*
- *Reviews materials on a daily basis so he/she is adequately prepared for class discussions, writing assignments, tests and quizzes*
- *Allots an appropriate amount of time to complete all assigned work*
- *Works well with others in group projects or settings*

## **Parent Involvement/Communication**

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of the educational opportunities available. Parents/guardians should become familiar with all of their child's school activities and with the academic programs. Attendance at parent-teacher conferences, participation in parent organizations and being a school volunteer are strongly encouraged. Conferences with teachers may be held at any time during the school year. Parents, students, as well as teachers, counselors, or administrators may initiate a conference.

### **How to contact teachers**

- E-mail, notes or telephone messages are all excellent methods of communicating with the staff. The acceptable amount of time for a teacher to respond is twenty-four hours.
- The grade level administrators and guidance counselors are also great contacts for parents; they will schedule parent meetings with all of the teachers to discuss behaviors of concern or to review student progress.
- Students are encouraged to speak with their teachers and counselor about their academic progress, schedule or any other concerns that may arise during the school year.
- Parents may also request the guidance counselor to ask about their child's progress at a team meeting. The counselor will then report back to the parent the information they received at the meeting.

**EASTERN MIDDLE SCHOOL BELL SCHEDULE**  
**2018-2019 SCHOOL YEAR**  
**8:00-2:45**

**GRADE 6**

P1	8:00 - 8:44
P2	8:48 - 9:32
P3	9:36 - 10:20
AB/LUNCH	10:24 - 11:31
Breakdown AB 10:24-10:41 (17) <b>Lunch A 10:45-11:07 (22)</b> AB 11:11-11:31 (20) or AB 10:24-11:05 (41) <b>Lunch B 11:09-11:31 (22)</b>	
P4	11:35 - 12:19
P5	12:23 - 1:07
P6	1:11 - 1:55
P7	1:59 - 2:45

**GRADE 7**

P1	8:00 - 8:44
P2	8:48 - 9:32
P3	9:36 - 10:20
P4	10:24 - 11:08
AB/LUNCH	11:12 - 12:19
Breakdown AB 11:12-11:29 (17) <b>Lunch C 11:33-11:55 (22)</b> AB 11:59-12:19 (20) or AB 11:12-11:53 (41) <b>Lunch D 11:57-12:19 (22)</b>	
P5	12:23 - 1:07
P6	1:11 - 1:55
P7	1:59 - 2:45

**GRADE 8**

P1	8:00 - 8:44
P2	8:48 - 9:32
P3	9:36 - 10:20
P4	10:24 - 11:08
P5	11:12-11:56
AB/LUNCH	12:00 - 1:07
Breakdown AB 12:00-12:17 (17) <b>Lunch E 12:21-12:43 (22)</b> AB 12:47-1:07 (20) or AB 12:00-12:41 (41) <b>Lunch F 12:45-1:07 (22)</b>	
P6	1:11 - 1:55
P7	1:59 - 2:45

**EASTERN MIDDLE SCHOOL**  
**Early Release Schedule**  
**2018-2019 SCHOOL YEAR**  
**8:00-12:45**

**GRADE 6**

P1	8:00 - 8:32	(32)
P2	8:36 - 9:08	(32)
P3	9:12 - 9:44	(32)
AB	9:48 - 10:20	(32)
P4	10:24 - 10:56	(32)
P5	11:00 - 11:32	(32)
P6	11:36 - 12:08	(32)
P7	12:12 - 12:45	(33)

**GRADE 7**

P1	8:00 - 8:32	(32)
P2	8:36 - 9:08	(32)
P3	9:12 - 9:44	(32)
P4	9:48 - 10:20	(32)
AB	10:24 - 10:56	(32)
P5	11:00 - 11:32	(32)
P6	11:36 - 12:08	(32)
P7	12:12 - 12:45	(33)

**GRADE 8**

P1	8:00 - 8:32	(32)
P2	8:36 - 9:08	(32)
P3	9:12 - 9:44	(32)
P4	9:48 - 10:20	(32)
P5	10:24 - 10:56	(32)
AB	11:00 - 11:32	(32)
P6	11:36 - 12:08	(32)
P7	12:12 - 12:45	(33)

**1 Hour Delay Schedule**  
**BELL SCHEDULE 9:00-2:45**

**GRADE 6**

P1	9:00 - 9:34	(34)
P2	9:38 - 10:12	(34)
AB/LUNCH	10:16 - 11:17	(61)
Breakdown AB 10:16-10:28 (12) Lunch A 10:32-10:54 (22) AB 10:58-11:17 (19) or AB 10:16-10:51 (35) Lunch B 10:55-11:17 (22)		Total Time in AB (31) or (35)
P4	11:21 - 12:03	(42)
P5	12:07 - 12:49	(42)
P3	12:53 - 1:27	(34)
P6	1:31 - 2:05	(34)
P7	2:09 - 2:45	(36)

**GRADE 7**

P1	9:00 - 9:34	(34)
P2	9:38 - 10:12	(34)
P4	10:16 - 10:58	(42)
AB/LUNCH	11:02 - 12:03	(61)
Breakdown AB 11:02-11:14 (12) Lunch C 11:18-11:40 (22) AB 11:44-12:03 (19) or AB 11:02-11:37 (35) Lunch D 11:41-12:03 (22)		Total Time in AB (31) or (35)
P5	12:07 - 12:49	(42)
P3	12:53 - 1:27	(34)
P6	1:31 - 2:05	(34)
P7	2:09 - 2:45	(36)

**GRADE 8**

P1	9:00 - 9:34	(34)
P2	9:38 - 10:12	(34)
P4	10:16 - 10:58	(42)
P5	11:02-11:44	(42)
AB/LUNCH	11:48 - 12:49	(61)
Breakdown AB 11:48-12:00 (12) Lunch E 12:04-12:26 (22) AB 12:30-12:49 (19) or AB 11:48-12:23 (35) Lunch F 12:27-12:49 (22)		Total Time in AB (31) or (35)
P3	12:53 - 1:27	(34)
P6	1:31 - 2:05	(34)
P7	2:09 - 2:45	(36)

**90 Minute Delay Schedule  
BELL SCHEDULE 9:30-2:45**

GRADE 6			GRADE 7			GRADE 8		
P1	9:30 - 9:58	(28)	P1	9:30 - 9:58	(28)	P1	9:30 - 9:58	(28)
P2	10:02 - 10:30	(28)	P2	10:02 - 10:30	(28)	P2	10:02 - 10:30	(28)
AB/LUNCH	10:34 - 11:32	(58)*	P4	10:34 - 11:18	(44)	P4	10:34 - 11:18	(44)
Breakdown AB 10:34-10:42 (8) Lunch A 10:46-11:08 (22) AB 11:12 - 11:32 (20) or AB 10:34 - 11:06 (32) Lunch B 11:10-11:32 (22)		Total Time in AB (28) or (32)	AB/LUNCH	11:22 - 12:20	(58)*	P5	11:22 - 12:06	(44)
			Breakdown AB 11:22-11:30 (8) Lunch C 11:34-11:56 (22) AB 12:00-12:20 (20) or AB 11:22-11:54 (32) Lunch D 11:58 -12:20(22)		Total Time in AB (28) or (32)	AB/LUNCH	12:10 - 1:08	(58)*
P4	11:36 - 12:20	(44)				Breakdown AB 12:10-12:18 (8) Lunch E 12:22-12:44 (22) AB 12:48-1:08 (20) or AB 12:10-12:42 (32) Lunch F 12:46-1:08 (22)		Total Time in AB (28) or (32)
P5	12:24 - 1:08	(44)	P5	12:24 - 1:08	(44)			
P3	1:12 - 1:40	(28)	P3	1:12 - 1:40	(28)	P3	1:12 - 1:40	(28)
P6	1:44 - 2:12	(28)	P6	1:44 - 2:12	(28)	P6	1:44 - 2:12	(28)
P7	2:16 - 2:45	(29)	P7	2:16 - 2:45	(29)	P7	2:16 - 2:45	(29)



## 2 Hour Delay Schedule BELL SCHEDULE 10:00-2:45

GRADE 6			GRADE 7			GRADE 8		
P1	10:00 - 10:25	(25)	P1	10:00 - 10:25	(25)	P1	10:00 - 10:25	(25)
P2	10:29 - 10:53	(24)	P2	10:29 - 10:53	(24)	P2	10:29 - 10:53	(24)
AB/ LUNCH	10:57- 11:43	(46)	P4	10:57 - 11:41	(44)	P4	10:57 - 11:41	(44)
Breakdown Lunch A 10:57- 11:19 (22) AB 11:23-11:43 (20) or AB 10:57-11:17 (20) Lunch B 11:21-11:43 (22)			AB/ LUNCH	11:45 - 12:31	(44)	P5	11:45-12:29	(44)
			Breakdown Lunch C 11:45-12:07 (22) AB 12:11-12:31 (20) or AB 11:45-12:05 (20) Lunch D 12:09-12:31 (22)			AB/ LUNCH	12:33 - 1:19	(46)
P4	11:47- 12:31	(44)				Breakdown Lunch E 12:33-12:55 (22) AB 12:59-1:19 (20) or AB 12:33-12:53 (20) Lunch F 12:57-1:19 (22)		
P5	12:35- 1:19	(44)	P5	12:35- 1:19	(44)			
P3	1:23 - 1:47	(24)	P3	1:23 - 1:47	(24)	P3	1:23 - 1:47	(24)
P6	1:51 - 2:15	(24)	P6	1:51 - 2:15	(24)	P6	1:51 - 2:15	(24)
P7	2:19 - 2:45	(26)	P7	2:19 - 2:45	(26)	P7	2:19 - 2:45	(26)



# Eastern Middle School Staff 2018-2019

## **Administration**

Mr. Jason Goldstein, Interim Principal, Grade 8  
Ms. Lora Parisi, Assistant Principal, Grade 7  
Ms. Joanna Savino, Assistant Principal, Grade 6

## **Art**

Stacey Cleary  
Ben Quesnel

## **Consumer Science**

Rosemary Lehman

## **ESL**

Ileana Scerbo

## **World Language**

Edward Bonessi  
Laura Budzelek  
Mayda Calderon  
Luz Desrouilleres  
Paraskevi Doufekias-Radis  
Katherine Mellen  
Deana Stanard

## **Health**

Barbara Bartlett

## **Language Arts/English**

Caroline Gale (6th)  
Meghan Gardner (6th)  
Danielle Gorski (6th)  
Sarah Heneghan (6th)  
Karen Mabee (8th)  
Casey McCleery (7<sup>th</sup>)  
Elizabeth O'Connor (6th)  
Mistee Parker (7th)  
Sarah Ralston  
Kristine Redlien (6<sup>th</sup>)  
Peter Reich (7<sup>th</sup>)  
Kristen Roy (8<sup>th</sup>)  
Erika Shallcross (7th)  
Bridget Suvansri(6<sup>th</sup>)  
Melissa Turk (7<sup>th</sup>)  
Kristen Walsh (8th)  
Robert Walsh (8<sup>th</sup>)

## **Math**

Sarah Fitzgerald (6th)  
Virginia Gasparakis (7th,8th)  
Tara Hoffman (6th)  
Devon Kelly (8th)  
Rosemarie Macaluso (6th)  
Sydney Schalk (7th)  
Emily Turano (7th)  
Julie Wang (7th)  
Megan Wax (8th)

## **Media**

Karen Ball  
Gina Mustico  
Carmela Vigliano

## **Music**

Peter Hohmeister  
Marina Jeraci  
Matthew Tracey  
Christopher Wasko

## **Nurse**

Jessica Wieneke

## **Physical Education**

Shawn Cavanaugh  
Alison Chapman  
Craig Knop  
Michael Parisi

## **Psychologist**

Timothy Drummond  
Kelly Siegrist

## **Reading Specialist**

Amy McGowan  
MaryBeth Farrell

## **Science**

Chelsea Bishay (7th)  
Brian Carstens (7th)  
Wendy Connors (6th)  
Laura Donnelly (6th)  
Stephen Farnum (7th,8th)  
Jessica Iannacone (8th)  
Bruce Johnson (8<sup>th</sup>)  
Alyson Leppla (6th,8th)

## **Social Studies**

Jennifer Badillo (7th)  
Jill Bleemer (7th)  
Kathryn Cole (7th,8th)  
Anthony Duncan (8th)  
Meghan Gardner (6th)  
Jillian Harriman (6th)  
Sarah Heneghan (6th)  
Lori Lattarulo (6th)  
Karen Mabee (8th)  
Elizabeth O'Connor (6th)  
Kristine Redlien (6th)  
David Roth (8th)

## **Social Worker**

Melissa Iacovacci  
Randi Price

## **Guidance Counselors**

Ms. Emily Sarin, Grade 6  
Ms. Erika Moeller, Grade 7  
Ms. Meghan Moore, Grade 8

## **Special Education**

Lisa Barocas  
Marianna Beck  
Rita Clair  
Jean Espinoza  
Sara Fawcett  
Lisa Lomanto  
Patricia Morahan

## **Speech & Language**

Alyssa Cohen  
Kathleen Maloney

## **Technology**

Christopher Patton

## **Teen Talk ounselor**

Michelle Ebert

## **Building Substitute**

Steven Geaney  
Michael Manning

## **Classified Staff**

Karlle Damochwal  
Janet Ginise  
Theodora Gittens  
Gina Mustico  
Allison Pugni  
Isabel Terrones

## **Professional Assist.**

Erik Camacho  
Samantha Campbell  
Amra Deljanin  
Charles Donnelly  
Melissa Faugno  
Lee Mok  
Mercedes Pichardo

## **Food Services**

Daryl O'Hara

## **Custodians**

Frank Ceci  
Kevin Crawford  
Paul DiSpirito  
Stanley Leonard  
Kristopher O'Hara  
Angelo Servidio  
Clement Subryan

# Eastern Middle School 2018-2019 Calendar

8/29	Grade 6 Orientation – Early Release 12:45
8/30	School Opens For All Students
9/3	NO SCHOOL – Labor Day
9/4	Competitive Fall Sports Tryouts Begin
9/10	NO SCHOOL- Rosh Hashanah
9/12	Open House at EMS @ 6:30PM (6 <sup>th</sup> Grade)
9/17	Open House at EMS @ 6:30PM (7 <sup>th</sup> & 8 <sup>th</sup> Grade)
9/19	NO SCHOOL- Yom Kippur
9/26	Teacher Meetings- Early Release 12:45
9/26, 27	Student Pictures During PE Class
10/1	6 <sup>th</sup> Grade Parent Meetings 9:00 - 9:45 AM
10/2	7 <sup>th</sup> Grade Parent Meetings 9:00 - 9:45 AM
10/4	8 <sup>th</sup> Grade Parent Meetings 9:00 - 9:45 AM
10/8	Columbus Day – Schools Open
10/9	8 <sup>th</sup> Grade Class Picture (Period 7)
10/19	EMS Walk-A-Thon
11/5	1 <sup>st</sup> Marking Period Ends
11/6	Election Day/Prof. Learning Day- Schools Closed
11/12	Veteran's Day – Schools Open
11/12-16	EMS Book Fair in Media Center
11/16	Talent Show 7:00 PM
11/21	Early Release 12:45
11/22, 23	NO SCHOOL – Thanksgiving Recess
11/28	Grade 5 Parent Meeting 9:30 - 10:15 AM
12/24-1/1	NO SCHOOL - Holiday Recess
1/17	8 <sup>th</sup> Grade Musical 4:30 PM
1/18, 19	8 <sup>th</sup> Grade Musical 7:00 PM
1/21	NO SCHOOL - Martin Luther King Day
1/22	2 <sup>nd</sup> Marking Period Ends
1/23	Teacher Meetings - Early Release 12:45
1/30	Professional Learning Day- School Closed
2/11-15	NO SCHOOL - Winter Recess
2/18	NO SCHOOL - President's Day
3/13	Teacher Meetings - Early Release 12:45
3/25	Orchestra Showcase Concert 7:00 PM
4/2	Choral Showcase Concert 7:00 PM at GHS
4/4	3 <sup>rd</sup> Marking Period Ends
	Band Showcase Concert 7:00 PM
4/15-19	NO SCHOOL - Spring Recess
4/24	Teacher Meetings - Early Release 12:45
5/14-17	8 <sup>th</sup> Grade Trip to Washington DC
5/20-24	EMS Book Fair in Media Center
5/21	Spring Concert I 7:00 PM
5/27	NO SCHOOL - Memorial Day
6/4	Spring Concert II 7:00 PM
6/11	Spring Concert III 7:00 PM
6/14	4 <sup>th</sup> Marking Period Ends (does not include 5 snow days)
6/20	Last Day for Grade 6 *
6/21	Last Day for Grade 7 & 8 *
	8 <sup>th</sup> Grade Recognition Day*
	Early Release 12:45
6/25	Last Day for Staff

## AUGUST

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

## SEPTEMBER

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

## OCTOBER

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

## NOVEMBER

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

## DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

## JANUARY

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

## FEBRUARY

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

## MARCH

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

## APRIL

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

## MAY

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

## JUNE

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

## JULY

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

Underlined Mondays are Pattern 1 Mondays

\*This calendar includes five snow days. The end date of the school year calendar will be adjusted depending on the number of snow days used.

# GENERAL INFORMATION

## **ABSENCE**

If a child is to be absent, parents must call the school before 8:00 am. Parents or guardians must call each day that their child will be absent from school.

## **ATTENDANCE** (GPS Procedure E-040.3)

## **AGES OF ATTENDANCE**

The district shall provide free public education for any person from the age of five through twenty who is legally residing in the Town of Greenwich and who is not a graduate of a high school or vocational school, or who is not otherwise legally excluded from school.

Parents and those who have the care of children from age of five years and over and under eighteen years of age are obligated by Connecticut law to cause these children to attend public day school or its equivalent, unless the child is a high school graduate or the parent or person having control of the child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school by personally appearing at the school office and signing a withdrawal form.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. Neither parents nor the school system are legally required to enforce compulsory education laws for students over the age of 18.

## **ATTENDANCE LAW**

The Connecticut Statutes require parents or guardians of children from the age of five through eighteen years to be responsible for their regular attendance in a public day school, in their district, during times the school is in session or in another school providing instruction is according to law; otherwise they must be able to show that the child is receiving instruction equivalent to that of the public school. The law gives five days leeway before violation lays a parent open to prosecution. The law further provides that no penalty shall be incurred when a child cannot attend school for lack of suitable clothing.

## **ABSENCES**

A daily attendance record is kept for every student. All State regulations on student accounting will be strictly followed.

1. "Unexcused Absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

2. "Excused Absence" - a student is considered excused from school if the school has received documentation describing the reason for the absence within ten (10) school days of a student's return to school and the following criteria are met:

A: The student's absences 1 through 9 are considered excused when the student's parent/guardian approves such absence and submits to school officials appropriate written or telephoned documentation.

B: For the student's 10th absence and all absences thereafter, a student's absences from school are, with appropriate written or telephoned documentation, considered excused only for the following reasons:

- a. Student illness (verified by an appropriately licensed medical professional)
- b. Observance of a religious holiday
- c. Mandated court appearances (documentation required)
- d. Funeral or death in the family, or other emergency beyond the control of the student's family
- e. Extraordinary educational opportunities pre-approved by the district administrators in accordance with the Connecticut State Department of Education guidance
- f. Lack of transportation that is normally provided by a district other than the one the student attends

### Written Documentation Requirements:

1. Written documentation must be submitted/ recorded for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.

2. The first nine (9) days of absence will be excused upon receipt of a note confirming the absence from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or licensed medical professional, as appropriate.

3. For the student's 10th absence and all absences thereafter, documentation of the absence must be submitted and must include the reason for the absence and the following additional information:

a. Student illness: (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

b. Observance of a religious holiday

c. Mandated court appearance: (1) police summons, (2) a subpoena, (3) a notice to appear, (4) a signed note from a court official, or (5) other official written documentation of the legal requirement to appear in court

d. Funeral or death in the family, or other emergency beyond the control of the student's family. Written documentation must be provided explaining the nature of the emergency.

e. Extraordinary educational opportunity: written pre-approval from school administration

f. Lack of transportation normally provided by a district other than the one the student attends

In order to qualify as an extraordinary educational opportunity, the opportunity must: (a) be educational in nature and must have a learning objective related to the student's course work or plan of study, (b) be an opportunity not ordinarily available for this exemption, (c) be grade and developmentally appropriate, (d) include content that is highly relevant to the student. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return. Family vacations do not qualify as extraordinary educational opportunities. All requests for approval of extraordinary educational opportunities must be submitted to the building administration in writing no later than ten (10) days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator.

### **ABSENCE, NOTIFICATION, MONITORING, INTERVENTION AND PENALTIES**

The nature and extent of penalty for illegal or unjustifiable absence or tardiness will conform to the district procedures included in Student Conduct and Discipline, E-002.1. Infrequent absences which the principal considers educationally justifiable should not carry a penalty. The same general philosophy shall apply to early dismissal or tardiness.

Annually at the beginning of the school year and upon enrollment of any child during the school year, the administration shall notify the parent or guardian in writing of the obligations pursuant to CT. General Statute 10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Greenwich Public Schools.

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-12. When a student is chronically absent or truant, the building principal or his/her designee shall schedule a meeting with the parent or guardian and appropriate school personnel to review and evaluate reasons for the student's absences/truancy. Schools will structure appropriate academic and behavioral supports and interventions around SRBI and consider options such as referral to the school based support/assistance team, referral to a planning and placement team, and/or a referral to DCF, in order to assist students in attending regularly.

### **TRUANCY**

A student age five to eighteen inclusive who has four unexcused absences in one month or ten unexcused absences in one year is considered truant.

When a student is truant, all of the support services of the school are to be used to assist with the problem with particular emphasis on referral to Pupil Personnel Services staff, the Pupil Study Team and, if necessary, the Planning and Placement Team process. The school will coordinate services with and referrals of students to community agencies providing child and family services.

When none of these interventions is successful, and the parent or other person having control of a truant child fails to attend the required meeting with school personnel and/or fails to cooperate with the school in attempting to solve the truancy problem, the Principal or his/her designee will contact the Department of Children and Family.

## **ACCEPTABLE USE AND INTERNET SAFETY AGREEMENT** (Procedure E-045.01)

### **Acceptable Technology Use Regulations/Internet Safety Terms of Agreement**

The Greenwich Public Schools ("District") provides students and staff access to the World Wide Web and other electronic networks. These procedures are written to promote positive and effective digital citizenship among students and staff. Access is a privilege, not a right, and carries with it responsibilities for all involved. Misuse means any violation of this agreement or any other use that is not permitted in the agreement.

### **Parental Permission**

It is assumed that parents grant their child the right to access the network unless a permission denial form is signed and returned. Furthermore, please note that under no circumstances will PreK-12 student photos on the GPS website be identified with first and last name unless, explicitly agreed to by the parents or by students over the age of 18.

### **Network**

The District network includes wired and wireless computers and peripheral equipment, files, cloud and storage such as Google Docs and Schoology, e-mail and Internet content (blogs, web sites, web mail, groups, wikis, etc.). The District reserves the right to prioritize the use of, and access to, the network. All use of the network must support student instruction and professional learning consistent with the mission of the District. The District provides access to its computer networks and the Internet for educational purposes only. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the school to help you decide.

### **Use of Personal Electronic Devices**

Connection of any personal electronic device to any network on school grounds is subject to all regulations and guidelines in this document. Connection of student or staff personal laptops to the District network must be equipped with up-to-date virus software, compatible network card and is configured properly.

### **Mobile Devices Policy**

The District may provide users with mobile computers or other devices to promote learning both inside and outside of the classroom. Any and all use of mobile devices provided by the District is subject to the terms of this agreement.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users are to report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse. (Cost of district-provided device varies but typically is about \$500)

Use of school-issued mobile devices, including use of the school network, may be monitored, or compliance with this agreement, compliance with any other applicable policy, or as otherwise permitted by law.

### **Acceptable Use**

- Creation of files, projects, videos, web pages and podcasts and other projects using network resources in support of educational purpose;
- Participation in district-approved blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support student instruction and professional learning;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately.

### **Unacceptable Use**

Unacceptable uses of technologies and the Internet include, but are not limited to:

- Causing harm to others or damage to their property;
- In the opinion of the Administration, producing and/or uploading content/videos/images, either through the use of the District network or from home computers, which seriously results in the disruption of the

educational process or day-to-day operations of the school. In these cases, students will be asked to remove the content and may be subject to discipline;

- Use for personal gain, unauthorized fundraising, commercial solicitation and compensation of any kind;
- Activities incurring liability or cost by the District. The District will not be responsible for unauthorized financial obligations resulting from the use, or access to, Greenwich Public School's network or the Internet;
- Downloading, installing other unauthorized applications (including shareware or freeware) without permission or approval from a District representative;
- Support or opposition for ballot measures, candidates and any other political activity, excluding specific activities supporting school-related projects;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Uses that jeopardize the security of student or staff access and of the computer network or other networks on the Internet, for example, disclosing or sharing your password with others or impersonating another user;
- Unauthorized access to other district computers, networks and information systems;
- Using another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- The sending, sharing, viewing or possessing pictures, emails or other material of a sexual nature in electronic or any other form on a cell phone or other electronic device is prohibited in the school setting;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and/or distribution of obscene, pornographic or sexually explicit material;
- Attaching unauthorized equipment to the network, and any such equipment will be confiscated;
- Participating in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that do not support student instruction, research and staff development.

### **Privacy**

Network and Internet access is provided as a tool for your education. The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the District and no user shall have any expectation of privacy regarding such materials. No student or staff user should have any expectation of privacy when using the District network for personal use. The District reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to disclosure by the District to the extent required by laws of Connecticut.

### **Copyright**

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

### **Confidentiality of Student Information**

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian, or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects or activities.

### **Internet Safety**

In using the network and Internet, users should not reveal personal information such as home address or telephone number. Users should never arrange a face-to-face meeting with someone "met" on the District computer network or the Internet without a parent's permission if under 18 years of age.

### **Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA) and other objectionable material. The determination of what constitutes "other objectionable" material is a district decision and will be consistent with the policies and regulations of Greenwich Public Schools.

## **Parents and Users**

Despite every effort for supervision and filtering, all users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the network and Internet and avoid these sites.

- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to Agency browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content;
- E-mail inconsistent with educational and school purposes will be considered SPAM and efforts will be made to block it from entering District e-mail boxes;
- The District will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to District computers;
- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a concerted effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and
- *Staff must make a concerted effort to become familiar with the Internet and to monitor, instruct and assist effectively.*

## **Use of New Web Tools**

Classroom blogs, wikis, student e-mail, podcasts or other Web interactive use must follow all established Internet safety guidelines.

Staff and students using blogs, podcasts or other web tools for educational purposes are expected to act safely by keeping ALL personal information out of their posts. Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat blog spaces and online spaces, such as Schoology or discussion forums, as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog. Users who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

## **Usage Policies**

All technologies provided by the District are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document and spirit of this document: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you do not know how to use a certain device or what is proper Web behavior.

## **Web Access**

The District provides its users with access to the Internet, including web sites, resources, content, and online tools. Teachers will ensure to restrict access in compliance with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA), and all other applicable regulations and school policies for compliance with any other applicable policy, or as otherwise permitted by law. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and are not to try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow the appropriate protocol to alert an IT staff member or submit the site for review.

## **Email**

The District provides users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, they are to be used with care. Users are not to send personal information without permission; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.



### **Online Courses**

The District may approve and enroll students in online courses to enhance the available academic offerings to students, or to facilitate their recovery of credits. The District requires the same process for the approval of courses online that is required for the approval of traditional courses.

### **Social Networking Sites / Web 2.0 / Collaborative Content**

Recognizing that collaboration is essential to education, the District may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Social Networking Sites - mostly limited for use to Greenwich High School students - may be available to students per COPPA and the terms of use policy of the website for educational purposes.

Users are expected to communicate on all web-based and mobile platforms with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful and are not to share personally identifying information online without permission.

### **Use of E-Mail and Cloud Services**

All staff is provided district-sponsored e-mail through Google Apps for Education, Gmail service. Students in grades six through twelve are also provided with email in a Google education domain that is filtered. Students in grades 3-5 will be provided with access to Google Apps (Docs, Sheets, Presentations). As with any technology, student email is a privilege - not a right - which that can be revoked at any time for inappropriate use. Availability and use may be restricted based on school policies.

If users are provided with email accounts, they are to be used with care in connection with classroom learning only. **Users may not:** send personal information without permission; attempt to open files or follow links from an unknown or untrusted origin; use inappropriate language; and communicate with people other than those allowed by the district policy or the teacher.

Users are expected to communicate in email with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived. The following are guidelines:

- All users are expected to use e-mail and cloud services in a professional, legal and ethical manner.
- Email and cloud services are not considered private. Users should not put anything into email that they don't want to be public. In addition, users must be mindful that there is a potential for an email or other communications, depending on its nature, to be deemed a public record subject to disclosure pursuant to the Freedom of Information Act (FOIA).
- Email and cloud services are provided and intended for school-related communication. Attachments from anyone not recognized by the receiver should not be opened.
- Consequences of inappropriate use of student email may include, but are not limited to: loss of email and/or computer privileges, alternative assignments, or other consequences, including disciplinary consequences as deemed appropriate. Any illegal use will be referred to appropriate authorities.
- Do not assume that a sender of email is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her email address to third parties. This should only be done with permission or when you know that the individual would have no objection.

### **Student Information, Photos, Work on the Greenwich Public Schools' Web Site**

Using student pictures on the Greenwich Public Schools website promotes learning, collaboration and provides an opportunity to share the achievements of students. However, safety of students is a priority. The school website will follow all procedures for content, copyright and appropriateness per Web Publishing Procedures (E051.34).

Images and names of PreK-12 students may be included on the Greenwich Public Schools website without identifying captions or names. In grades 9-12, websites may include full names for student work/honors without accompanying images. Any exceptions to this guideline will be communicated and signed-off by individual parents through school personnel.

Parents or students over the age of 18 may opt out of any use of image/student work by indicating their wishes on the Internet Safety and Acceptable Use Agreement.

### **Disciplinary Action**

All users of the Greenwich Public Schools network and electronic resources are required to comply with and agree to abide by the provisions set forth in this agreement. Violation of any of the conditions of use explained

could be cause for disciplinary action, including revocation of network and computer access privileges, suspension, expulsion or termination in the case of employees. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited and will be reported to law enforcement and/or other appropriate state or federal agencies.

### **ACCEPTABLE USE POLICY FOR CHROMEBOOKS**

Students are required to follow all parts of the Greenwich Public Schools Acceptable Use and Internet Safety Agreement for Chromebook use.

This means students will:

- Only use a Chromebook for educational purposes;
- Stay on task when using a Chromebook;
- Use only educationally appropriate apps and websites;
- Treat all Chromebooks gently and safely;
- Keep passwords a secret;
- Give credit for images and words using proper citation;
- Print only when *given* permission by a teacher;
- Communicate online safely and appropriately for school-related purposes.

This also means students will not:

- Deface, mark, damage or remove the school-provided identification on their Chromebook;
- Access the Internet or apps without teacher permission;
- Produce, access, download or upload content/images/videos that could disrupt the school day;
- Download any apps or games without specific permission from a teacher;
- Make changes to hardware and software;
- Use another person's user name and/or password;
- Cyberbully, harass, or discriminate;
- Post, send, or store online information that could endanger others;
- Try to get through the Internet filters.

Students are expected to care for their Chromebook appropriately and keep it safe, rules and expectations still apply before and after school, and outside of the school building, including at home. If a student violates any condition of this agreement, they may have their computer privileges suspended and/or revoked.

### **ADMISSION/PLACEMENT** (GPS Procedure E040.16)

A student seeking enrollment in the Greenwich Public Schools for the first time or following attendance in another Connecticut public school District, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the principal. A student who is transferring from non-public schools or schools outside the District will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available. Nonresident students from other school Districts within the state, (Districts in the Hartford, New Haven, Bridgeport and New London regions) who apply pursuant to Board of Education regulations, may enroll in particular programs or schools within the District on a space available basis, without payment of tuition, as part of the inter-District public school attendance program called Open Choice. The Regional Educational Service Centers will determine which school Districts are close enough to make transportation feasible. A student who has attained the age of sixteen and who has voluntarily terminated enrollment in the District's schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

Residency is verified for all students new to the Greenwich Public Schools at the District central office using a standard set of acceptable proofs (photo id, tax bills, mortgage statements, verifiable rental agreements, and utility bills other than telephone). Once residency is verified, registration materials including an application, verification of the student's birth date and medical form are processed at the school level. Changes of address are also verified at the District level. Students who are living with someone other than a parent or legal guardian are referred to central office for sponsorship. In this case, the adult with whom the student is living provides

proof of residence and signs an affidavit attesting that the student is living with him or her on a permanent basis. Once residency and sponsorship have been verified, the registration process is completed at the school level.

Students enrolled in a school identified for school improvement pursuant to federal law may transfer to another public school within the District that has not been identified for school improvement. The transfer will be allowed in accordance with law. Transportation will be provided by the District.

### **ADVISOR BASE**

Advisor Base is held each day throughout the school year. During this time period students may be involved in a variety of activities which include but are not limited to: participating in a music ensemble, sustained silent reading, completion of homework or tests/quizzes, receiving additional academic or social-emotional support. Each of these activities will be listed on a work menu, students should be prepared to engage in one of these activities prior to arriving to Advisor Base.

### **AFTER SCHOOL. LOITERING POLICY**

Students participating in school sponsored after school activities will be supervised in the media center, individual teachers' classrooms, gym or outside fields. Because of safety issues the following loitering policy is followed:

Students who are picked up by a parent in front of the school must wait on the benches provided. Students who are walking home must leave the school grounds immediately when exiting the building. Students meeting a friend after school may wait in the foyer outside the main office until 3:00 pm. All students who are not supervised by a staff member should be off school grounds by 3:00 pm.

### **ASBESTOS**

The State of Connecticut enacted legislation requiring all public buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. Greenwich Public School buildings have on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office. Asbestos Management Plans are updated every three years and more frequently as required, often as a result of capital projects.

### **BICYCLES**

At Eastern, bicycles are parked in racks at the front of the building. All bicycles should be locked, the Greenwich Public Schools are not responsible for lost or stolen bicycles at any time. Recreational bike riding on school property right before or after school is prohibited because of safety issues. Care should be taken riding bikes to and from school because of heavy traffic.

### **BUSES** (Also see Student Transportation)

Students living more than one and one half miles from Eastern are eligible to ride the school buses at no cost and will be issued bus passes. Parents of students within walking distance may request to pay for bus transportation. Permission will be granted if bus space is available.

Before school opens, bus schedules are published in the local newspapers. Information may be obtained in the main office at Eastern. Late buses leave school at 4:10 pm. There are no late buses on Wednesdays.

**Riding the bus is a privilege. Students violating the rules may lose that privilege. The following procedures should be followed:**

- > Students are to be on the sidewalk at all times when waiting for the bus.
- > There is no pushing or shoving when getting on and off the bus.
- > Students **MUST** carry bus passes and be prepared to show them when boarding the bus.
- > All school rules are to be followed when riding the bus.
- > Students must obey the directions of the bus driver at all times. If a school bus is involved in any type of accident or mechanical breakdown, students must remain on the bus until the driver or the police release them to a parent.

### **CEREMONIES & OBSERVANCES** (GPS Procedure E001.1)

#### **Opening Exercises:**

The morning opening exercises shall include the following:

1. An opportunity at the start of each school day to allow those students and teachers who wish to do so to observe this time in silent meditation.
2. An opportunity each school day for students to recite the Pledge of Allegiance. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag. A student who chooses not to participate may remain seated during the flag salute.

The morning opening exercises may also include activities such as one or a combination of the following:

- > Patriotic song (participation is voluntary)
- > Reading
- > Music
- > Student speakers
- > News reports
- > Sharing experiences
- > Announcements
- > Planning the day's work
- > Appropriate activities for special days
- > Assignment of duties

#### United States Flag

The flag of the United States of America shall be displayed in each classroom and raised above each schoolhouse and at other appropriate places during all school sessions, weather permitting. The flag shall be raised before the opening of school and taken down at its close every day.

Flags at all schools and building administered by the Board shall be displayed at half-staff as directed by the chief executive officer of the Town of Greenwich.

#### Religious Ceremonies

Decisions of the United States Supreme Court ruled public schools shall be religiously neutral and any practices must:

- > Have a secular purpose
- > Have a primary effect, which neither advances nor inhibits religion
- > Avoid excessive government entanglement with religion

1. Prayer in Public Schools - vocal, denominational, or nondenominational prayer - and ceremonial reading from sacred texts, such as the old and new testaments of the Bible and the Koran, are unconstitutional practices in public schools. Prayers delivered by clergy at official public school graduation ceremonies are unconstitutional. School officials, employees, or outsiders may not deliver prayers at school assemblies. Student volunteers may not deliver prayers at school assemblies, even if the assemblies are voluntary,

It is unconstitutional for teachers to pray with or in the presence of their students in school, or in their capacity as a teacher or representative of the school.

A student may engage in private prayer or other religious activities, including engaging other students in religious discussion, as long as that private religious activity does not materially disrupt the school's educational mission and activities. Personal religious activity may not interfere with the rights and well being of other students.

2. Religion in the Curriculum - religion may be presented as part of a secular educational program, with the goal of teaching students about the role of religion in the historical, cultural, economic, and social development of the United States and other nations, and instilling understanding, tolerance, and a respect for a pluralistic society. Religion must be discussed in a neutral, objective, balanced, and factual manner.

The study of religion may naturally occur within the context of studying other topics. The curriculum's approach may not be devotional or doctrinal nor have the *effect* of promoting or inhibiting religion. Sacred texts, such as the old and new testaments of the Bible and the Koran, may be studied as literature, but not as religious doctrine. The lesson must be secular, religiously neutral, and objective.

If religion is discussed, care must be taken to include minority as well as majority religions. Any discussion of religion in the classroom should be very sensitive to the beliefs of different students in the class. In no event

should any student feel that his/her own beliefs or practices are being questioned, infringed upon, or compromised.

Students may be excused from a class or program due to the conflicting religious beliefs of the students or their parents. A written request from a parent or guardian is required.

3. Religious Holidays - observing religious holidays in the form of religious worship or other practices is unconstitutional. Teaching about the historical, contemporary, and cultural aspects of holidays with both a religious and secular basis may be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of advancing or inhibiting religion. The study of religious holidays should reflect this nation's diversity.

Religious symbols such as crosses, creches, and menorahs may be used as teaching aids in the classroom provided the symbols are displayed as an example of the cultural and religious heritage of the holiday, and are temporary in nature. They may not be used as decorations. Symbols of religious holidays, which have acquired secular meaning, such as Christmas trees, may be permissible decorations. Students may be excused from classes if the religious beliefs of the students or their parents conflict with the content of a classroom activity. A written request from a parent or guardian will be required.

Music, art, literature, and drama with religious themes may be included in teaching about holidays, provided they are presented in a religiously neutral, prudent, and objective manner, and relate to sound, secular educational goals. Religious music or drama may be included in school events such as assemblies, concerts, and programs so long as the programs are objective and educational and do not focus on any one religion or religious observance. Student participation should be voluntary.

#### **CHILD ABUSE** (GPS Procedure E051.30)

The Board of Education shall protect the health and welfare of all students who may be subject to injury or neglect by requiring certified professional staff members and instructional aides to make a report when they have reasonable cause to suspect that a child under the age of 18 years has been abused. Certified and paraprofessional staff members are mandated by statute to report suspected child abuse. The staff member must make the report to the building administrator, the Superintendent of Schools, the Department of Children and Families, or a law enforcement agency.

Child abuse is defined as any physical injury inflicted by other than accidental means or by injuries which are not in keeping with the explanation given for their cause; maltreatment, such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment, cruel punishment, or neglect.

A certified professional staff member or instructional aide who has reasonable cause to suspect a child has been subject to abuse shall make or cause to be made an oral report to the Commissioner of the Department of Children and Families or a law enforcement agency within 12 hours of reasonably suspecting a child has been abused or neglected.

#### **COURT ORDERED CUSTODIAL RESTRICTIONS**

Parents should notify the school office immediately of any custodial restrictions regarding their child. Documentation from the court must be provided to the school regarding any special custodial arrangements.

#### **DISTRIBUTION OF MATERIALS** (GPS Procedure ED51.6)

All requests from groups or individuals to have students distribute materials to the community or posted in school, with the exception of school-connected organizations, will be referred to the Office of the Superintendent to determine whether the request complies with district procedures. Events, activities, programs and/or services offered by not-for-profit organizations will be posted to the District's Community Web Calendar for access by anyone in the school community once approved by the Superintendent's Office.

#### **DOGS AND PETS**

Greenwich Public Schools does not permit animals in classrooms, with the exception of certified service animals, per Tools for Schools indoor air quality program guidelines. These guidelines are designed to promote safe, clean learning environments.

For health and safety reasons schools request that parents and neighbors keep dogs and other pets away from school grounds during school hours. School hours include and extend through the period when after school activities take place. The Greenwich Health Department has designated all school grounds as restricted areas

for dogs (Greenwich Municipal Code, Section 6, Article 7 - Animal Control). The legal notice states that in all restricted areas a) dogs must be kept on a secure leash less than ten (10) feet in length; and b) dog handlers or owners must provide for the prompt removal of feces should the dog defecate in said areas. School staff will contact the Police Department's animal control officer to retrieve stray dogs.

### **DROP OFF/PICK UP**

We need your help to keep the traffic flowing. Please remember the following when dropping off in the morning and picking up in the afternoon:

- );>- Please be patient and courteous at all times.
- );>- Please use the right lane to drop off your child and the left lane to proceed out of the circle.
- );>- Please try to drop off in the rear of the building if possible or pull into one of the available spaces in the front of the building.
- );>- Please do not drop off or pick up your child on Hendrie Avenue.
- );>- Please do not double park and leave your vehicle.
- );>- Please do not block the crosswalk or parking spaces.
- );>- Please do not park in the bus loop at any time of day.

### **DUPLICATE MAILING**

In the case of shared custody arrangements, there may be a need for duplicate mailings (two copies of report cards, two copies of Friday folder information, etc). Under these circumstances, the parents must notify the school each year in writing, listing the appropriate contact information.

### **E-MAIL CORRESPONDENCE**

E-mail is a convenient way to communicate information to teachers. You are welcome to use e-mail, but please do not use e-mail to communicate any information teachers must have immediately. Teachers use their non-instructional periods for planning and meeting with colleagues. Therefore, they may not be able to read their e-mail within a 24-hour period. If you have a message you must get to your child's teacher that day, please write a note or call the office.

To send a message to any teacher or administrator type first name, underscore last name followed by [@greenwich.k12.ct.us](mailto:@greenwich.k12.ct.us). [John\\_Smith@greenwich.k12.ct.us](mailto:John_Smith@greenwich.k12.ct.us)

### **EMS WEB PAGE** <http://www.greenwichschools.org/ems>

Eastern's web page gives up to date information about what is going on at school as well as providing daily homework information by teachers through Schoology. All teachers can be contacted via e-mail by logging onto the web page.

Daily announcements, special meetings, sports schedules, clubs and activities and other school publications are also posted on Eastern's homepage. In addition, resources are available through the "Virtual Library" which can be accessed from the homepage or directly at <http://www.greenwichschools.org/Resources/virtuallibrary>

To help your child with homework, Eastern Middle School also subscribes to specific resources (some available from home) such as Grolier Multimedia Encyclopedia, World Book and online periodicals.

### **EMERGENCY CLOSURES/DELAYED OPENINGS/EARLY DISMISSALS**

In the event of inclement weather or other causes (power outages, etc.) for the delayed opening or closing of school, the Superintendent or his/her designee will determine an appropriate and safe course of action. Generally, the decision is made and announced\*\* between 5:00 am and 6:00 am. *Please note that although every attempt is made to determine the opening status of the schools as early as possible, the Superintendent reserves the right to make that decision at any time based on the conditions of the moment.* In the case of a delayed opening, please continue to check the status of the schools, as the status could change to a closing if the weather or an emergency situation continues or worsens.

\*\* The following methods of communication will be used for notification of school closures and delayed openings:

- GPS Web Site [www.greenwichschools.org](http://www.greenwichschools.org)
- CT Weather Web Site [www.ctweather.com](http://www.ctweather.com), click on IAN Cancellations or follow link on GPS Web Site.
- District Parentlink: The District will use the Parentlink electronic telephone communication system to call the primary number for each family.

- Radio - local and regional stations.
- Television - Cablevision Channel News 12 and other local and regional stations.

Please note: A delayed opening means faculty will also arrive late to school. Since there is no supervision available before the stated delayed opening time, students must not arrive early on these days. Parents who must report to work at their usual times should arrange for their child to stay with another adult or go to the home of a classmate until school opens.

**In the event of an EARLY RELEASE:** In the case of an early release, a decision is made prior to 11:00 am in order to follow the standard early release schedule. However, a decision could be made at any time to dismiss earlier or later than the 'standard' schedule. In either case, the early release dismissal times are listed on the GPS Web Site. *It is suggested that if there is a chance of inclement weather, and parents/guardians will not be available that day due to work or other obligations, that parents/guardians check in with emergency contacts and make arrangements in case an early release is called.*

\* The following methods of communication will be used for notification of an unscheduled Early Release:

- GPS Web Site [www.greenwichschools.org](http://www.greenwichschools.org)
- Local Radio Station WGCH
- Gmail for GPS Staff

\* The following methods of communication MAY be used for notification of an unscheduled Early Release:

- Other local and/or regional radio and television stations.
- School Parentlink: Schools will use their Parentlink electronic telephone and/or email system at the discretion of each school's building leader and based on the school's Early Release notification protocol.

Please be sure you are familiar with your school's unscheduled early release communications plan.

**Please check the GPS website at:** <http://www.greenwichschools.org/page.cfm?p=66> **for additional and/or updated information.**

**IMPORTANT: Do not rely on any ONE form of communication for information related to school closings, delays and/or early release. Please check phone, email, web, television and/or radio in anticipation of any changes of opening status for schools.**

#### **EQUAL OPPORTUNITY FOR STUDENTS WITH DISABILITIES** (GPS Procedure L020.2)

The Greenwich Public Schools will not discriminate on the basis of disability, as required under the ADA (Americans with Disabilities Act), the IDEA (Individuals with Disabilities Education Act), Section 504 and Connecticut General Statute 10-76a and any other similar laws or provisions. Mary P. Forde, Director of Pupil Personnel Services (625-7466) has been designated to coordinate compliance with the non-discrimination requirements of Section 504 of the Rehabilitation Act of 1973 as well as compliance with the ADA. Judith Nedell, Coordinator of Guidance, is the 504 Coordinator for the district (625-8097).

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the U.S. Congress. The purpose of the Act is to prohibit discrimination on the basis of disability and to assure that individuals with disabilities have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits one or more major life activities, including but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and/or performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504. A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. Under Section 504, you have the right:

- To be informed of your rights under Section 504;



To have your child take part in and receive benefits from the Greenwich School District's education programs without discrimination based on his/her disability.

- For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability.
- To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504.
- If you suspect your child may have a disability, to request an evaluation, at no expense to you, to have an eligibility determination under Section 504, and if eligible, placement decisions made by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
- If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.
- If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
- For your child to be educated with peers who do not have disabilities to the maximum extent appropriate.
- To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
- To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
- To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
- To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
- To an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
- To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child;
- To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504. The address of the regional office is:

Boston Regional Office  
Office for Civil Rights  
U.S. Department of Education  
Sill Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Telephone: (617) 289-0111

District FERPA Officer is Mary Forde

## **EQUITY STATEMENT**

Any Greenwich Public Schools student, employee, or individual seeking employment not covered by a Board of Education collective bargaining agreement, with a complaint of an alleged violation of Board of Education policies or regulations on equal opportunity and nondiscrimination in educational programs, services and employment should first informally discuss his/her concerns with the principal or director most immediately involved. A student may discuss his/her concerns with the principal or director most immediately involved. A student may discuss concerns with a teacher, counselor or other staff member with whom he/she feels comfortable.

Any staff member in the school system who receives a complaint from a student or other staff member about harassment or discrimination is required to follow up on the complaint and to refer it to an administrator.

1. On receiving a complaint or upon hearing of alleged harassment, the principal or his/her designee must investigate thoroughly. An investigation should be initiated within 48 hours and completed within five business days or a reasonable extension of time thereafter for good cause.
2. If the complaint or grievance is not settled through informal discussion, it must be reduced to writing with specific reference to alleged inequities under Board of Education policies and an explanation of the requested solution. It must be filed with the principal or director most immediately involved within sixty days of the occurrence of the grievance or knowledge thereof by the individual making the complaint. The principal or director must, within fifteen business days, give a written response to the individual making the complaint with a copy sent to the Director of Human Resources.
3. If the complainant is not satisfied with the response, he/she may, within five business days, forward the grievance to the Director of Human Resources. The Director of Human Resources, must, within fifteen business days, give a written response to the complainant with a copy to the Superintendent.
4. If the individual making the complaint is not satisfied with the response at level three, he/she may, within five business days, arrange a mutually convenient hearing date. Within fifteen business days of the hearing, Board of Education designees will give a written response to the complainant and shall report findings and recommendations at the next full meeting of the Board of Education. Time requirements may only be extended by mutual agreement. If a grievance is not filed within the time provided, any further action within the grievance procedure shall be waived.

### **EXTENDED ABSENCES**

Students who are absent for three (3) or more consecutive days can request work from their teachers. The guidance department should be contacted by 9:00 am to coordinate the collection of missed work.

### **EXTRA HELP**

Teachers post extra help schedules on the EMS website and in an activity booklet that goes home at the beginning of the school year. Extra help is provided, depending upon the teacher, either before or after school.

### **FAMILY VACATIONS**

Family vacations taken while school is in session are considered unexcused absences. Parents are strongly urged to refrain from withdrawing students from school at non-vacation times. However, if circumstances do cause a vacation during school times, parents should inform the office and guidance counselor in writing. Since personal vacations are not excused absences, teachers are not responsible for preparing materials in advance for students. Work will be kept for students to complete upon their return. This will minimize inconsistent assignments and allow the teacher greater supervision of the student's work. It is important to keep in mind when planning family vacations during the spring break, that the break may be shortened or completely eliminated due to weather or emergency closings during the school year that exceed those planned for in the school calendar. The district is obligated by state statute to open school for a minimum of 180 days of student attendance per year.

### **FIELD TRIPS**

Field trips are educational trips away from the school, organized by the teachers, and they are an integral part of the educational program and are linked to curricular objectives. Parent permission is required for student participation in trips. Buses will be used as a means of transportation for these trips. On the day of the field trip, parent volunteers must sign in at the office prior to going on the trip. This is for insurance purposes. A signed permission slip is a must for students to be able to participate.

Students who have emergency medications as well as authorized medication doses during regular school hours will have those medications carried by and administered by the teacher voluntarily. The nurse will give the teacher those medications. Any medication that needs to be given on field trips other than during regular school hours (8:00am - 2:50pm) must be supplied by the parent. An additional medication authorization form is required to cover those added times and medications. Please see the nurse for additional information.

### **FIRE DRILLS AND EMERGENCY PREPAREDNESS** (GPS Procedure E051.06)

Fire drills and emergency preparedness drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. The school will host a drill each month for a total of 11. In the first 30 days of the school year the school will have two (2) drills. Additionally, two lockdown drills will be conducted each year.

## **FOOTWEAR FOR PHYSICAL EDUCATION**

- Athletic, sport, specific running or cross-training shoes are required (no fashion sneakers will be permitted, i.e., Mary Janes, slides, mules or after-sport shoes)
- Shoes with laces or Velcro closures are required (no elastics)
- Shoes must be tied throughout the entire class
- Shoes must be worn with socks
- Shoes must have a closed-in heel and toe
- Shoes must support the heel
- Water shoes that are worn in water, at the beach, or in a pool or shower are not allowed
- Shoes with platforms are not allowed
- Shoes that have a strap with a buckle are not allowed
- Sport sandals are not allowed
- High heels on shoes are not allowed
- Skate board sneakers are not allowed
- Shoes with pop-up wheels are not allowed (even if the wheels are removed)
- Rubber clog-type shoes, i.e., Crocs, etc., are not allowed
- Shoes must pass the "kick test": they cannot fly off when foot is kicked forward

**Please send your child to school wearing what you would wear to a fitness center**

## **FUND RAISING**

Student clubs or classes may be permitted to conduct approved fund-raising activities. An application for approval must be made to the Safe School Climate Committee and the Administrative Team before the event. Funds so collected may not be used to replace budgeted funds for existing programs or activities. All funds collected shall be subject to approved accounting procedures and periodic audit. Unless approved, fund raising by clubs, classes or individuals is not permitted on school property.

## **GRADING**

Letter grades and their numerical equivalents are as follows:

Excellent	A+ (100-97)	A (96-93)	A- (92-90)
Above Average	B+ (89-87)	B (86-83)	B- (82 -80)
Average	C+ (79-77)	C (76-73)	C- (72-70)
Below Average	D+ (69-67)	D (66-63)	D- (62-60)

Failure                F (59 and below)

## **GUIDANCE DEPARTMENT**

The purpose of the guidance program is to assist students in growing personally and academically, and to build a positive climate in the school. Group guidance helps students learn how to make decisions, accept responsibility, relate appropriately with others, and apply other guidance principles that will help them become responsible adults. School counselors are assigned to each grade. Students and parents are encouraged to make appointments to meet with the counselors.

## **HEALTH EDUCATION**

In accordance with Connecticut law and Greenwich Board of Education policy, parents have the right to exempt their children from specific portions of the health program. In the interest of fully informing each parent, dates and times for parent information sessions on this curriculum will be established each year and parents will be notified of these sessions so they may attend. You will also receive forms to use should you choose to exercise your right to exempt your children from any of the above areas.

We believe strongly in the importance of fully educating each child to health issues, which are part of our complex society. We also believe, after years of development and review by professional and community groups, our health curriculum provides high quality education in all critical health areas.

## **HOMEBOUND INSTRUCTION**

Homebound or hospitalized instruction must be provided when a student's condition will cause an absence of at least 10 consecutive days or for short repeated periods of time. Provided nothing in the student's condition precludes it, such instruction shall begin as soon as possible and no later than two weeks from the first day of absence, and continue until the student is able to return to school.

Homebound or hospital instruction shall be provided at least one hour per day or five hours per week for grades K-5, and at least two hours per day or ten hours per week for grades 6-12. Where evaluative data indicate these time requirements are too great, instruction may be decreased.

### **HOMELESS STUDENTS**

Homeless students, as defined by federal and state legislation, will have all programs, services and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Mary P. Forde.

### **HONOR ROLL**

Students who receive B- or better and/or 1's in effort in all subjects are placed on the honor roll for each marking period.

### **INCIDENT RESPONSE PLAN**

The Greenwich Police Department believes our school to be a safe environment. However, in the unlikely event of an emergency they are ready to respond. If an emergency is declared, students must follow all instructions given by teachers and administrators. The Police Department, upon being notified, will quickly respond to the school to ensure student safety.

### **INDIVIDUALIZED EDUCATION PLAN (IEP)**

The Individualized Education Plan (IEP) is developed annually for each student who meets the IDEA eligibility criteria. The IEP is developed to reflect the student's present level of performance. Using the student's strengths and weaknesses, the IEP Team develops a series of annual goals and short-term objectives and describes the supports and services the student will need to master the goals and objectives. The IEP Team must meet at least annually but meetings can be called at any time by either the school or parents to discuss proposed changes to the IEP.

### **LATE ARRIVAL OR EARLY DISMISSAL**

If a student needs to arrive late or leave early, parents must write a note explaining the reason. Students arriving late report to the main office with the note before going to classes. Early dismissal notes must be presented to the main office before 8:00 am. Students released early must be picked up by a parent/guardian in the main office.

### **LEAVING SCHOOL GROUNDS**

Students who would like to remain in the building after school has concluded may do so as long as they are involved in one of the following activities: extra help, club meetings, music rehearsal, participating in quiet study in the Media Center, intramurals, competitive sports or are attending a sporting event. Students who are not involved in a school sponsored activity must leave campus by 3:00 pm. Students who wish to take the late bus may do so as long as they have a pass from the staff member who is in charge of their after school activity. Students who leave campus after the school day ends may not return to participate in afternoon events or to ride the late bus.

### **LOCKERS**

Each student is assigned two lockers at the start of the school year. One is located in the hall near the student's advisor base and the other is located in the gym. Students should follow these procedures:

- > Locker combinations should not be shared with anyone.
- > **Before leaving a locker, spin the dial to make certain that it is locked.**
- > Valuables and money should not be kept in lockers. These should be left in the office for safe keeping.
- > Students will receive disciplinary consequences and must reimburse the school district for any type of vandalism to assigned lockers.
- > Students may only use the school issued locks on their lockers. If an unauthorized lock is placed on a locker, the school will remove this lock.

### **LOCKER INSTRUCTIONS**

- > Spin the dial to the right several turns.
- > Turn the dial right to the first number of your combination.
- > Turn the dial left one complete turn, going past your first number and stopping on your second number.
- > Turn the dial right to the third number (or beyond if necessary) until the dial stops.

- Lift door handle and open locker.
- When you close the locker, spin the dial to re-lock.

Lockers may be searched at times when the principal, or his/her designee believes this to be necessary to protect the life, health, or safety of students in his/her building. A locker search should be carried out with discretion. Lockers should not be searched indiscriminately. This means that the school principal, or his/her designee, has information or belief that the locker(s) may contain property, which the student may not legally possess or property, which presents clear and present danger to the student or others within the school building.

The use of substance-sniffing dogs is permissible to check for illegal substances in lockers. Identification by such trained animals provides justification for a locker search by a school administrator.

When a locker is searched, the principal, or his/her designee, shall report this on the same day by telephone and in writing to the Deputy Superintendent.

### **LOST & FOUND**

There is a lost and found located across from the cafeteria as well as in the gym. Smaller and more valuable items such as jewelry, glasses, cell phones and calculators are kept in the main office.

### **LUNCH PROGRAM**

Students are scheduled into one of five lunch periods where plate lunches and snacks may be purchased. Parents may purchase lunch accounts that allow students to "charge" lunch when they have money in the account. Parents may deposit additional amounts into their child's account by bringing a check to the main office or by debit or credit card at [www.Myschoolbucks.com](http://www.Myschoolbucks.com)

#### **The Greenwich School Lunch Program**

We are engaged in work that is important to the health and welfare of the children of Greenwich. It is a task that we take considerable interest and pride in. We value our reputation for quality food and good service. Our District, which participates in the National School Lunch Program, also follow the National Guidelines/Standards developed by the Connecticut State Department of Education. Our staff members have been trained to recognize and encourage children to take a complete well-balanced meal.

#### **Menu**

We offer Middle School students multiple hot choices and cold choices on a daily basis. In addition to this, students are offered a large variety of ala carte choices in addition to the meals available. These range from specialty salads and sandwiches to other student favorites. Current menus are posted on the GPS website.

#### **Debit Account System**

The Greenwich Schools use a debit account system that allows students and faculty to deposit money into a lunch account by personal check or by debit or credit card [www.Myschoolbucks.com](http://www.Myschoolbucks.com). There is no need to carry cash every day. Money deposited into an account can be restricted for lunch meals only, or can be designated for a combination of lunch meals and a la carte purchases. Deposit forms and further information are available on the GPS website.

#### **Refund Policy**

To obtain a refund, a parent or guardian must submit a written request to the Food Services Office. After verification of account balance, the Town Treasurer will issue a refund check. Students permanently leaving the public school system should submit a request within 90 days after withdrawal. Please allow 2-4 weeks for your refund.

#### **Free and Reduced Price Lunch (GPS procedure E040.13)**

National School Lunch Program regulations require that lunches be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition. Application forms and further information is available on the GPS website.

**Children without Lunch Money**

The Greenwich Food Services Department does not extend credit for children who have forgotten their lunch, forgot or lost their money or are out of money on their debit account. Children who fall into this category will be provided a lunch, free of charge, consisting of a Peanut Butter/Sun Butter and Jelly Sandwich or a Cheese Sandwich served with Milk and Fruit. After a second consecutive day, the school office will be notified to contact the parent or guardian.

**Snow Day Procedure for School Lunch Program**

If school is cancelled, the cancelled day's lunch will be served the next scheduled school day. Example: If school is cancelled on Tuesday, on Wednesday we will serve Tuesday's menu. Wednesday's menu will be served on Thursday. Thursday's menu will be cancelled.

**Nutritional Information**

The National School Lunch Program introduced the first changes in 20 years with the introduction of the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The program, which began in the 2012-13 school year, was implemented to expose consumers to more healthful food in conjunction with restrictions on calories, portion sizes, vegetables and grains. School meals are planned to encourage children to choose a variety of foods by making food choices on a daily basis. Our entree, side dishes and milk choices are offered to help students best meet their recommended nutrient levels. The following key nutrients are the focus of our meals: calories (<30% calories from fat, <10% calories from saturated fat), protein, calcium, iron, Vitamin A & Vitamin C.

**Food Allergy Information (GPS Procedure E051.31)**

The Greenwich School Lunch Program recognizes the increasing prevalence of potentially life-threatening food allergies among children. Effective management of food allergies in the kitchen includes implementing strategies for avoidance of offending foods by allergic children. It is the intention of the Greenwich School Lunch Program to provide assistance and information to parents in order to help them determine whether or not their child consumes food items served in the cafeteria. Parents are strongly encouraged to contact the Food Services Office located at the Board of Education or read food labels posted on the GPS website.

**ALLERGY AWARENESS IN THE GREENWICH PUBLIC SCHOOLS**

September 2017

Dear Parents and Guardians of Greenwich Public School Students:

Greenwich Public Schools continue to reflect the increasing diversity in our community, which includes differences in language, cultural backgrounds, socio-economic status, race, religion, ability and disability. Our mission is to prepare and graduate students who are academically competent as well as compassionate and open to engage and respect others. We must ensure a welcoming and safe environment, not just because this is the right thing to do, but also because a diverse classroom creates the most powerful and effective learning environment. This message highlights a particular group of students who have life threatening food allergies. It is our expectation that these students receive the same consideration given to any individual even though their disability poses challenges in school.

Health and safety have always been top priorities for the Greenwich Public Schools and we take food allergies very seriously. In any of our schools there may be several students who have severe allergies to specific foods, which are potentially life threatening. These students cannot eat, and sometimes not even touch, foods or food products containing the allergen that causes them to react.

The purpose of this letter is to reiterate the ways in which we can all work together to reduce the risk to students with food allergies. Following these recommendations will make our schools safer for our students with allergies as well as those students who may have a reaction in the future.

Below are some steps that you can take to reduce exposure to food allergens for our affected students. While these precautions are not mandates, we ask your assistance by following these recommendations. We know that these may be inconvenient but we trust that you understand how serious this is.

- Please teach your children not to share food with other children in school and please reinforce the district "no eating on the school bus" rule.

Please try to avoid sending your child to school or afterschool activities and programs with peanuts, tree nuts, peanut butter or foods made with nuts or prepackaged food with a printed warning label ("may contain peanuts/treenuts").

If your child has eaten any nuts prior to going to school in the morning, please make sure that his/her hands are washed with soap and water. Water alone or hand sanitizers are not sufficient to remove nut residue.

If you do send these foods only as lunch or a snack, please write on the bag, "contains nuts."

Special tables in the elementary school cafeterias will be clearly marked as peanut/tree nut-free. Please make sure that your elementary school child knows if his/her lunch contains nuts of any kind so that he/she does not sit at the "peanut free" table.

- Each school will keep boxes of wipes in the cafeteria. While hand washing with soap and water is best, it is not always possible. Please ask your children to use a wipe after eating any nuts or nut products during lunch.

We will not be doing any classroom projects that involve peanut butter or peanut shells (art projects). Please do not send any projects made with these materials into school with your child.

Please keep in mind that there are children with other food allergies that can be life threatening as well, such as eggs, dairy, wheat and soy. While almost impossible to remove, if your child has a fellow student in his/her classroom with one of these allergies, please be mindful of this by reading labels carefully and communicating with the teacher about what snacks are brought into school.

- For preschool and elementary school students: in keeping with the goals of our Wellness and Food Allergy policies, outside foods (cupcakes, candy, etc.) are **NOT** permitted for classroom birthday celebrations. The birthday celebration procedures will be shared with you by your school and PTA class parent.

The complete Procedures are available for you to review on the Greenwich Public Schools district website and can be found under Board of Education Policies and Procedures E-051.8 and E-080.13,

Finally, the Office of Food Services is an active and concerned partner in making our lunchrooms safe. Currently, they are developing a more "user-friendly" web site where all food labels are found as well as any substitutions that may be made should a food item normally served on a particular day not be available.

Thank you very much for your understanding and consideration in helping us reduce the risk of allergic reactions occurring in school and keeping all students safe within our district. Additional information can be found on the website <http://www.foodallergy.org>.

#### **Wellness Policy** (GPS Procedure E051.8)

The Wellness Policy supports parents' efforts to provide a healthy diet and daily physical activity for their children.

The district will offer healthy eating information for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus.

Schools should 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 school 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 district will provide opportunities for parents to share their wellness practices with others in the school 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
- Schools will work with community institutions to assure screening services are available for interested families

The district will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. 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.

Schools will 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. School meals will 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 school grounds throughout the school day. 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.

### **Birthday and Classroom Celebrations**

Access the birthday and classroom celebration procedure on the district website at:  
<http://www.boarddocs.com/ct/grenwich/Board.nsf/vpublic?open>

### **MAKE UP WORK FOR EXCUSED/UNEXCUSED ABSENCES**

If a student has a legitimate reason for being out of school, staff must provide said student with the opportunity to make up the work they have missed. Students shall be given one day to complete assignments, tests/quizzes for every day that they missed class. In extraordinary circumstances a student can receive an incomplete for a marking period if they have been out of school for a length of time. Staff will notify parents if a grade of incomplete is given and provide the student and parent with a timeline of when all work should be completed in order to receive a grade.

### **MANDATED REPORTING/CHILD ABUSE/NEGLECT**

The link below brings you to the Report of Suspected Child Abuse or Neglect and Summary of Legal Requirements for Mandated Reporters: [www.ct.gov/dcf/lib/dcf/policy/forms/DCF-136\\_Rev\\_05-2015.pdf](http://www.ct.gov/dcf/lib/dcf/policy/forms/DCF-136_Rev_05-2015.pdf)

### **MEDIA CENTER**

The Media Center is open on Monday, Tuesday, Thursday and Friday from 7:30 am to 4:00 pm. The Media Center will close at 2:50 pm each Wednesday. In most cases, a student may borrow books and other materials for two weeks. Respectful behavior and voices at all times. Use of personal devices is limited to schoolwork-related activities: reading, research, project work, or homework only. No cell phone use (no calls or texting). Students may ask to use the phone at the desk. No food or drinks. Backpacks and belongings must be out of the way (under the chair or under the table). No online games without explicit permission from the media staff. Projects and homework have first priority at all times for computer use. If a student is playing a game or not doing work, they may not refuse a request from the media staff to give up a computer for someone who needs to work. **After School: All of the above, plus:** No passes are needed from 2:50 pm to 3:00 pm. After 3:00 pm students must have a pass to enter the Media Center.

### **MIGRANT STUDENTS**

The District has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including but not limited to: applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development implementation, operation and evaluation of the migrant program.

### **NOTICE OF CONNECTICUT SEX OFFENDER REGISTRY**

In accordance with Public Act 09-199, effective September 1, 2009, whenever a registrant on the Sex Offender Registry is released into the community, the Connecticut Sex Offender Registry will notify the Superintendent of the district in which the registrant resides or plans to reside. This notification is in addition to that which is made to the local police department.

This information is available to the public at:

[http://www.communitynotification.com/cap\\_office\\_disclaimer.php?office=54567](http://www.communitynotification.com/cap_office_disclaimer.php?office=54567)

*Please note: You should type in the names of each Greenwich post office to search the entire Town, e.g., "Glenville, Old Greenwich, Riverside, etc."*

If you are interested in receiving notification of specific registrants being released into the community and/or changes in their status, you may sign up for notification on the Connecticut Sex Offender Registry web site listed

above. We strongly recommend frequently checking the Connecticut Sex Offender Registry website to keep apprised of any status changes or additions to the list of registered sex offenders living in Greenwich.

District Procedure E-0151.16 outlines the internal notification of Principals and all staff members with each registration and/or change in status on the Sex Offender Registry. Principals maintain a file on all registrants with the information available from the Sex Offender Registry site. This file is available to be reviewed upon request.

As with any possible emergency all staff members are on alert and understand the procedures in place should they encounter a situation requiring emergency action. Please take this opportunity to speak to your children and remind them to be alert for strangers and to immediately report any suspicious activity to a responsible and trusted adult. Please know that we maintain close contact with the Greenwich Police Department on all reported incidents involving sex offenders.

### **OFFICE**

The office hours at Eastern Middle School are 7:00 am to 4:15 pm, Monday through Friday. Parents wishing to deliver messages forgotten homework, musical instruments, etc., are asked to come to the office. Every effort is made to reduce classroom interruptions.

### **PARENT PORTAL**

The ASPEN Family Portal was developed in order for parents and students to have access to student grades, standardized test scores, attendance demographic information, homework assignments and progress reports. In order to access this information you will need to register for it at [ct-greenwichmyfollett.com](http://ct-greenwichmyfollett.com). If you have any problems/questions in doing so, please email [family\\_portal@greenwichk12.ct.us](mailto:family_portal@greenwichk12.ct.us) or contact the Eastern Middle School Media Center Staff.

**The three middle schools will no longer be sending home progress reports or report cards with the exception of the final report card of the year, so please make every effort to both register and view the student information on the portal.**

Once you have created an account, and are able to view your children's grades, please share this information with them. If you or your children should have questions about a grade that they have received, please encourage them to advocate for themselves with their teacher. It is, after all, their grade(s) and our students should be developing the necessary skills that will be needed in high school and college to ask questions of their instructor. However, if you feel that your child may have difficulty questioning a teacher about a grade, please do not hesitate to contact that staff member or the guidance staff so that you may collaborate in order to make this process easier for your child.

Our staff will be posting grades in a timely manner based on the guidelines listed below. However, grades may be delayed for a variety of reasons, which include, but are not limited to: Network issues, illness or other factors that could slow down the process such as the complexity/length of the assignment.

### **Expectations for Posting Grades on the ASPEN Family Portal**

- Major work (e.g., extended written work, lab reports, projects, etc.) within twelve school days
- Major tests - within six school days
- Other assignments (e.g., short quizzes, exit slips, graded homework, etc.) within three school days
- Non-graded assignments (i.e., homework recorded as completed or not completed) once per week

### **PESTICIDE APPLICATION** (GPS Procedure E051.17)

The Superintendent directs his/her designee to provide adequate and appropriate notice to students, staff and parents/guardians prior to pesticide application in school buildings and on school grounds, in conformity with applicable statutes. The definition of pesticide application excludes disinfectants, sanitizers and bait formulations. Parents/guardians who want to be notified prior to pesticide applications inside their child's school assignment area may contact their school office for information.

### **PICTURES/IDS**

Each fall, a commercial photographer is scheduled to take pictures of all students during gym classes. Students will have the opportunity to purchase their portrait from the designated vendor. Student photos are used to create school IDs.

## **PLANNING AND PLACEMENT TEAM (PPT)**

Any student who is identified as possibly needing special education and/or related services must be referred to a special education PPT for consideration and possible evaluation. The PPT is a group of professionals representing the teaching, administrative, and pupil personnel staffs, the parent or guardian of the referred student and when appropriate, the student. If the team suspects that the student may have a disability, an evaluation of the student is completed. The PPT will determine whether the student meets the IDEA eligibility criteria. If the student meets the IDEA eligibility criteria, an IEP will be developed. Parents must give their written consent before any evaluation can be done and before any services can begin. There is a process of regular assessment of each student's progress throughout the year, an annual review of the IEP and a three-year review of the student's eligibility in order to provide a "free and appropriate public education" (FAPE).

## **PROMOTION/ACCELERATION/RETENTION** (GPS Procedure E040.18)

Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration to another grade or class. Students who fail to master basic learning objectives at a normal rate will be provided remediation by the teaching staff during the school year and parents will be notified. If remediation efforts fail to result in mastery of the learning objectives retention will be considered. Retention and acceleration decisions will be the responsibility of the teaching staff and principal, after prior notification and discussions with parents. The final decisions rest with the building principal in accordance with regulations established by the superintendent.

## **PUPIL PERSONNEL SERVICES**

The following services are available to students through the Greenwich Public Schools:

Health Services: to assess the health of each student, prevent disease, and promote health and a healthful environment.

Psychological Services: to assist students needing specialized help with their intellectual and emotional development.

School Social Work Services: to assist students who have emotional, social, or personal problems, which interfere with their successful school experience.

Speech and Language Services to help students with speech, language or hearing impairments reach maximum levels of development.

The Psychological, School Social Work, and Speech and Language services are an integral part of the entire educational program and serve as a support network to students, teachers, and families.

## **RELIGIOUS HOLIDAYS**

Students who miss school due to a religious holiday will be allowed sufficient time to make up missed work. Work missed will not be expected the next day. Missing school for a religious holiday is an excused absence and students will not be penalized.

## **REPORT CARDS/GRADES** (GPS Procedure E003.1)

A system of annual evaluation of student performance shall include standardized measures of achievement and school learning ability. It shall also measure attainment of Greenwich curricular objectives. Annually, the Superintendent shall report on these measures to the Board and the public through monitoring reports. Reporting progress in academic learning, attitude, effort and attendance to students and their parents will be done on a regular basis. Report cards are issued three times a year for elementary schools and four times a year for middle school and high school. Middle School progress report cards and a live grade book will be made available to parents through the Aspen Family Portal. Please carefully review your child's report card. You are encouraged to contact your child's teacher if you have any questions or concerns.

## **RESIDENCY VERIFICATION AND REGISTRATION**

Connecticut Public Schools be residents in the Town of Greenwich. Prior to registering parents are required to provide proof of residency verification for all incoming and rising ninth grade students. Verification is conducted at the school; all required forms detailing required documentation can be found on the Greenwich Public Schools website, [www.greenwickschools.org](http://www.greenwickschools.org) link to the Residency Verification section.

Parents who move during the school year must re-verify their new address and complete numbers 1 through 4 on the Residency Verification Checklist before the new address can be added into the student

database. Parents who lease property must supply a new lease or extension letter from their Landlord/ Property Manager along with a Parent/Guardian Affidavit when their lease expires.

Students who are living with someone other than a parent or legal guardian are referred to central office for sponsorship. In this case, the adult with whom the student is living provides proof of residence and signs an affidavit attesting that the student is living with him or her on a permanent basis. Once residency and sponsorship have been verified, the registration process is completed at the school level. Sponsorship must be re-verified every year.

### **SCHOOL VOLUNTEER** (GPS Procedure E080.6)

The Superintendent encourages the use and involvement of volunteers in the Greenwich Public Schools in the belief that this provides an opportunity for citizens to render genuine services to the public schools. The Superintendent also believes that such involvement furthers the District's goals and objectives in community relations. Efforts shall be made to involve all segments of the community in the volunteer program.

### **SPECIAL EDUCATION**

The Greenwich Public Schools provide services to students eligible under IDEA through District services and supports designed to meet the individual needs of each student with a disability. The goals are to ensure the provision of all mandated services in a manner that is compliant with state and federal regulations. Using the IDEA frame of least restrictive environment (LRE), students are educated with their non-disabled peers to the maximum extent appropriate for each individual student. Students' instructional environments include general education (with and without paraprofessional support), "push in" special education, co/collaborative teaching, special education classes (all students in the setting have disabilities), in-District special programs, day programs in special schools outside the District, residential placements (for both educational and non-educational reasons), education in hospitals, homebound instruction and short-term diagnostic placements.

At the preschool level, young children are served in community preschool classes, through the speech "clinic" and in integrated preschool classrooms. Students may also receive related services as described in their IEPs. These services may include: behavior/social skills/mental health supports from psychologists, social workers and/or school counselors, speech therapy, hearing and vision services, nursing services and occupational and physical therapies. The District also provides additional services to students with disabilities to ensure that they can access the curriculum and participate in the activities of the school community. The District has an assistive technology coach who is responsible for conducting assistive technology/ augmentative communication evaluations and who assists the IEP teams in making recommendations for high and low tech devices for individual students and provides training and technical assistance to staff and families regarding the effective use of technology,

### **STANDARDIZED TESTING** (GPS Procedure E003.3 and E003.4)

All students in grades 3 through 8 will participate in standardized assessments. Students receiving special education services participate in these assessments except in the rare case when the student's IEP Team determines participation in the assessment is not appropriate. In order to graduate students must meet District standards for graduation, in addition to required course credits, Standardized assessments are some of the measures used to determine if students have met the identified standards.

### **STUDENT INSURANCE**

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is desirable that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers. The Greenwich Public Schools assumes no liability from disputes arising from such contract.

### **STUDENT PLANNERS**

Each student will keep track of assignments and scheduled activities in his/her student planner.

Parents are encouraged to review plan books with the students daily. Lost plan books can be replaced at a cost of \$10.

### **STUDENT PROFILE INFORMATION**

With the beginning of each new school year, families will receive a Student Information Profile Sheet from our district database. This profile contains all of the student's data (home, address, phone number) including emergency contact information. Parents must please review the profile sheet, update the information as

appropriate and immediately return to the school office. This information will be used to update the student's profile in our database and will be referenced in an emergency.

**STUDENT RECORDS AND DIRECTORY INFORMATION** (GPS Procedures E080.10, E040.29, E040.28, and E051.9)

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee, agents, or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the District, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records. The District's policy regarding student records is available from the principal's or superintendent's office.

Copies of student records are available without a charge for the first set of copies and then at a cost of \$0.50 per page, payable upon receipt for duplicate copies of records. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in

officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Military recruiters or institutions of higher learning shall have access to secondary school students names, addresses and telephone listings, unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.

On an annual basis the school system gives parents annual notice of their rights, including the right to refuse to permit disclosure of any or all *Directory Information* as defined. Denial to disclose *Directory Information* represents a denial to disclose same information to any/all institutions without express permission. If a parent (or eligible student) does not object within the time specified in the notification, school and district administrators will release such information upon request without the specific consent of the parents or eligible student to the following entities. Each organization may request the information in a standard print or electronic format. The production of mailing labels or the development of custom formats is the responsibility of the requesting organization using the data provided.

1. Federal, state and local governmental agencies including but not limited to regional, inter-district, and other specialized schools and programs
2. Representatives of the news media
3. Employers or prospective employers
4. Nonprofit youth organizations
5. Parent Teacher Associations for the purpose of producing and distributing class lists and/or school directories to members of the school community
6. Military recruiters or institutions of higher education as described in related GPS Procedure E-040.28

No information may be released directly or indirectly to a private profit-making entity other than employers, prospective employers and representatives of the news media. School or district administrators should forward any questions regarding disclosure, including but not limited to the type of organization, to the Deputy Superintendent of Schools.

The District, when a student moves to a new school system or charter school, will send the student's records to the new District or charter school within ten business days of receiving written notice of the *move* from the new District. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new District.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to:

Family Policy Compliance Office  
U.S. Department of Education  
5400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

The District's HIPPA Privacy Officer is the School Nursing Supervisor, Mary Keller

### **STUDENT TRANSPORTATION** (GPS Procedure E-051.4 and E-051.5)

According to Board Policy E-051, the District shall provide safe, reliable, efficient and economical transportation for all public, private, and parochial students in Greenwich to the extent required by law. The Transportation Manager, the Director of School Safety, and the Managing Director for Operations with the involvement of the Director of Special Education and school administrators, are responsible for all aspects of student transportation.

#### **Eligibility**

Free transportation is provided to and from school for students living beyond the established pupil walking distances within their attendance areas, and students attending a District magnet school who live within that school's designated cluster area.

Western - Hamilton Avenue  
Central - Julian Curtis  
Eastern - International School at Dundee.

Elementary: One Mile  
Middle School: One and One-Half Miles  
High School: Two Miles

Mileage is defined as the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public road or highway nearest the pupil's residence to a designated point or points at each school site. One mile walking distance means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet. The initial measurement used as the basis for eligibility is derived from the geographic information system (GIS) using property lines and GIS maps. If necessary and appropriate the administration may use one or more of the following methodologies to check mileage: car odometer, digital device designed for this purpose.

Students may also receive transportation in the following special circumstances:

- a. Students living within established walking distances who purchase courtesy passes on a space-available basis with the provision that there will be no change in bus routes or stops. This provision also applies to students living within established walking distances and/or attending a District magnet school outside their attendance cluster (Eastern, Central, Western). A full description of the Courtesy pass procedure is delineated on the district website.
- b. Students who live within the established walking distances but whose walking routes to school are determined to be not pedestrian friendly based on established standards and criteria.
- c. Students with disabilities whose IEPs or Section 504 Accommodation Plans stipulate specialized transportation.

The general procedures used in the special circumstances listed above are described below:

1. Application for courtesy bus transportation should be made to the school of attendance. Schools will provide and assist as necessary with the completion of paperwork, collect fees as applicable, and issue courtesy passes.
2. On or around August 1st of each year, the Transportation Manager will provide each school with the courtesy pass annual fee. The rate is established by the Managing Director for Operations in consultation with the Superintendent of Schools. The fee may be pro-rated for partial year but there are no refunds unless the pass is revoked by the District. The fee is waived for students eligible for free and reduced lunch.
3. Prior to the first day of school, the Transportation Manager will provide each school with preliminary written information about bus routes, stops, and number of students assigned to each bus.
4. After the first few weeks, schools may begin selling courtesy bus passes for non-eligible students using best available information from the Transportation Manager. All schools use the same form.
5. The number of courtesy passes available using a fair and equitable process for non-eligible students will be based on the actual assigned ridership of each bus on each route. In other words, there should not be any "overbooking" based on assumptions or beliefs about ridership patterns or trends.
6. Should assigned ridership change over the course of the school year, students riding with courtesy passes may have their passes revoked and a pro-rated portion of the fee refunded.

### **Rights and Responsibilities**

While Districts are required to provide transportation services to eligible students, Connecticut Statute (C.G.S. 10-233c) allows Districts to suspend transportation services for any pupil whose conduct while awaiting or receiving transportation to and from school endangers others or violates District policies and procedures. Unless an emergency exists, transportation will not be suspended without advance written notification to parents or guardians and an informal hearing convened by the school and/or District administrators. The pupil will be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. If circumstances warrant, the District may convene a more formal hearing. In emergency situations, the hearing may be held as soon after the suspension as possible. Unless there is a formal hearing, no pupil shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days.

### **Schedules and Bus Stops**

School bus scheduling, including the location of stops, are subject to change based on safety and educational needs (i.e., arrival time), number of students, frequency of ridership, and trip duration. The administration may use an "opt out" process to determine ridership. Typically the length of time students are on the bus will not exceed 60 minutes. However there are exceptions due to unique circumstances including but not limited to low density attendance areas. The goal of the district is to have busses arrive at school approximately 10-15 minutes prior to the school start time. The Transportation Manager is responsible for monitoring ridership throughout the school year. If necessary, routes, stops and schedules may be modified based on the information collected. Late bus routes usually vary from regular morning and afternoon routes and stops based



on ridership. Only transportation to and from an alternate location shall require the approval of the Director of School Safety.

### **School-Related Trips**

Athletic and field trip transportation may be handled in part by private transportation companies operating under arrangements independent of other school transportation contracts, consistent with all purchasing, bidding, and insurance requirements.

### **Questions, Concerns, Requests & Complaints**

Parents or other interested parties should report any and all bus issues and/or questions using the on-line transportation reporting system available through the District's website [www.greenwichschool.org](http://www.greenwichschool.org). Those who do not have access to a computer should contact their youngster's school office where someone will either answer the question or file an on-line transportation report.

The District administration uses a variety of resources and tools to fairly and equitably review and respond to requests to change school bus routes or stops or to review eligibility for transportation requests. These include but are not limited to the "Criteria Used For Evaluating Transportation Requests", data available through other Town departments or the bus company, and the involvement of those with expertise in the area of public safety and traffic (i.e., Department of Public Works, Police Department, Director of School Safety).

### **Appeal Process**

The purpose of the appeal process is to secure a fair and appropriate resolution to issues that may arise regarding eligibility for bus transportation and bus stop locations and which are not resolved by the Transportation Manager in consultation with the Director of School Safety to the satisfaction of the complaint. A request for reconsideration of a transportation decision and/or a hearing to appeal any initial administrative ruling by the Director of School Safety and the Transportation Manager may be made by any parent, guardian, emancipated minor or adult student as follows:

1. Submit a written appeal form to the Managing Director of Operations who will consult with the individual filing the appeal, public safety officials, and others as appropriate (i.e., bus company safety officer, Department of Public Works) and render a decision.
2. If no resolution is reached under 1. above, the matter will be forwarded to the Superintendent of Schools for review.
3. If no resolution is reached under 2. above, the Superintendent of Schools will inform the individual making the appeal of his or her right to request a hearing in accordance with Section 10-186 Connecticut General Statutes. The parent or guardian of any child denied transportation may request a hearing with the Board of Education. This request must be submitted in writing and should include a description of the transportation issue (i.e., substantiation of a claim of a pedestrian safety condition, or variance from the procedures), and the requested change.
4. After the Board of Education receives the request, the following steps shall occur:
  - a) The Board of Education shall conduct such a hearing within ten (10) days unless an extension is requested by the parent or mutually agreed to by the parent and the District administration.
  - b) The Board may engage the services of a qualified impartial hearing officer with the understanding the recommendations of the hearing officer shall be binding on the Board.
  - c) The hearing will be conducted in accordance of the provisions of the Connecticut General Statutes, Sections 4-177 to 4-180, inclusive and Section 10-186 of the Connecticut General Statutes, as may be amended from time to time.
5. Anyone who makes an appeal to the Board of Education who is aggrieved by their finding may upon request be provided with a transcript of the hearing within thirty days of such request and may take the appeal to the State Board of Education. The findings of the Board of Education shall be upheld by the State Board of Education unless it is determined that such finding was illegal, arbitrary, capricious or unreasonable.

### **Safety Rules**

The following guidelines and protocols are designed to insure that students arrive at school and return home safely, and that there is clear and consistent communication between and among school and home, the bus company, police, and central office administrators:

1. School administrators are responsible for securing and maintaining a written permission slip in advance and for verifying space availability on a bus whenever a parent or guardian requests permission to travel on a bus other than his/her own assigned route or to another student's home. Slips will be kept on file in the school office for the balance of the academic year.



2. Connecticut Motor Vehicle Regulations (Sec. 14-275c-16) states that at least twice during each school year, each pupil shall be instructed in safe (bus) riding practices, and participate in emergency evacuation drills. School leaders should contact the District Transportation Manager for assistance in arranging for these drills.
3. The following roles and responsibilities apply in the event of an accident (any incident, without limitation and no matter how slight, where an automobile, motorcycle, truck, van or other motor vehicle, any bicycle, animal or any other personal or public property comes into contact with any bus) or delay (more than 30 minutes after the scheduled pick-up/arrival time). The sequence and responsibilities may vary depending on the circumstances.

#### **Roles & Responsibilities for Bus Procedures:**

**Bus Driver** - The bus driver is the responsible adult on the bus. Their directions must be followed. The driver will remind the students of their responsibility to follow guidelines. In case of an accident the bus driver will contact the bus company by radio or phone.

#### **Police Department**

- Notifies bus company and Superintendent of accident.

#### **Parents**

- Contact school or District administrator to notify them that a bus **is** more than 30 minutes late picking up students in the morning or dropping off students in the afternoon.

#### **Transportation Manager & Director of School Safety**

- Contacts the school(s) involved, including those with subsequent bus runs, both public and/or private.
- Reports the information to the Managing Director of Operations.
- Reports the information to the Director of Special Education if students with special needs are involved.

#### **Bus Company (any and all service providers)**

- Reports immediately by phone to the District Transportation Manager and/or Director of School Safety.
- In the absence of the Transportation Manager and the Director of School Safety, contacts the Managing Director of Operations.
- Reports back within an hour of the initial notification with details about delay or accident including injuries, property damage, or citations.  
Files a written report no later than 48 hours following the accident.
- Contacts the Police Department with the understanding that no student is to be taken off a bus or released to parents/adults unless the police have authorized an evacuation or the bus driver determines that remaining on a bus may result in serious injury.
- Maintains contact with the bus driver to identify causes and solutions.

#### **Managing Director of Operations (Director of Budget and Systems, Assistant Superintendent for Business)**

- Provides back up and support to the Transportation Manager and the Director of School Safety.
- Shares information with other District administrators including Superintendent, Deputy Superintendent, and the Communications office who will, as appropriate, update information on the website.

#### **Director of Pupil Personnel Services or Designee**

- As necessary, establishes and maintains communication with impacted non-District schools attended by children with special needs.
- Notifies parents of special needs students, providing contact information for updates,

#### **School Administrator(s)**

- Notifies parents of students involved, providing contact information for updates
- If there are obvious weather conditions or other extenuating circumstances, the school principal may contact the bus company directly in the event of any delay.

#### **TEACHER AND PARAPROFESSIONAL QUALIFICATIONS** (GPS Procedure L000.6)

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

## **TELEPHONES**

The main office and classroom telephones may be used with permission from a teacher or staff member. Students use of cell phones is not permitted from 8:00 am to 2:50 pm.

## **SUMMER SCHOOL** (GPS Procedure E001.2)

The Board of Education sponsors a summer school program providing remedial and enrichment courses at all levels, and review courses and credit recovery at the secondary level. Summer school information is sent home in the spring. Extended School Year (ESY) services are provided for all students with IEP's found eligible during a PPT meeting.

## **TITLE I COMPARABILITY OF SERVICE** (GPS Procedure E001.6)

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations. It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a District wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.
5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

## **TITLE I PARENT INVOLVEMENT**

Parents of a child in a Title I funded program will receive a copy of the District's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title I programs.

## **VALUABLES AT SCHOOL**

Students should not bring large sums of money or valuables to school. The school is not responsible for lost or stolen articles. If a student must bring money/valuables to school, these items should be left in the main office for safekeeping.

## **VISITORS** (GPS Procedure E080.2)

Parents, guardians, and/or members of the community are welcome in our schools and are encouraged to visit the schools/classrooms. In the interest of the safety of our students and staff and in an effort to avoid disruption of important instructional time, we ask that visitors follow the procedures outlined below:

Definitions: "Visitor" is anyone other than a pupil enrolled in, or a staff member employed in or assigned to, the particular District building.

Procedures: For ALL District schools/buildings:

- Visitors are strongly encouraged to make appointments with the building leadership and/or teachers.
- All District buildings will keep a daily log of all visitors and the reasons for visit. All visitors will print their names in daily log, The daily log sheets will be retained for one (1) calendar school year.
- All visitors entering a building must be ready to present a state-issued photo identification and, if applicable, identification from vendor's employment, if requested. Greenwich Public Schools staff and Greenwich Town employees can produce their town issued photo identification.
- All visitors MUST wear their visitor identification badge so it is clearly visible at all times while on any Greenwich Pubic Schools property.
- Visitors picking up students or dropping off item(s) will not be issued an identification badge. Visitors will remain in main office and items being dropped off must be left in main office.
- The visitor identification badge must be returned to main office and visitor must sign-out on daily log prior to exiting thebuilding.
- During events that are open to the public, exceptions and modifications to these procedures may be posted (e.g. concerts).

- All visitors are expected to comply with all drills and emergency procedures that occur during their visit.
- No staff member or student may bypass security procedures, open exterior doors to visitors, or keep doors ajar.
- A uniform log book will be supplied to all District buildings.
- Non-school/District groups or organizations that use the GPS facilities are responsible for creating and staffing their own visitor/security procedures.
- All exterior doors will be locked at all times, with the main entrance unlocked for student/staff arrival/dismissal.
- All visitors must enter through the main entrance using the video intercom system.
- Designated main office personnel must view the video monitor and ask the visitor their name and purpose of their visit. Based on information provided, the designated main office personnel will make determination if visitor is to be granted entrance into building.
- If visitor is granted entrance into building, the visitor will be instructed to report to the main office, and will be buzzed into the building.
- If visitor is NOT granted entrance into building, the visitor will be instructed to leave the school grounds immediately.
- No visitor is allowed beyond the main office without first signing in and obtaining a visitor identification badge.

#### **Classroom Visits:**

1. All visitors are required to check in at the main office and are required to wear a visitor's badge.
2. The frequency, length and number of classroom visits will be determined at the principal's discretion to impact as little as possible on classroom routines and instruction.
3. A written request must be submitted to the principal at least 48 hours in advance, specifying the focus of the visit and alternative times/dates.
4. While in the classroom, the visitor is limited to observation. There will be no interaction with either the staff, the observed student(s) or any other students in the classroom.
5. The visitor will maintain confidentiality. There will be no discussion about any student other than the student being observed.
6. The principal or designee, MUST accompany the visitor during the observation of classroom.
7. If a conference is requested after the observation, it will be scheduled by the principal with appropriate staff members at a mutually convenient time as close to the observation date as possible.
8. The nature and extent of parental observation for students receiving special education supports and services should be discussed by the Individual Education Plan (IEP) Team at a team meeting.

#### **Student Visits:**

A current student wishing to sponsor a visitor to Eastern Middle School must apply to his/her Administrator, in writing, signed by a parent or guardian at least **TWO** days in advance of the visit. **ONLY PROSPECTIVE EMS** students are permitted a **ONE DAY** visitor's pass.

Visitors are not permitted during a testing period, on the day preceding a vacation, or during the first two weeks of the start of the school year or the month of June. The administration reserves the right to deny visitor access at any time.

1. The student sponsor must have each classroom teacher sign the pass, thereby agreeing to have the visitor attend classes with the sponsoring student.
2. Return the pass to your Administrator for signature, which would indicate approval.
3. On the day of the visit you must have your visitor sign in at the Main Office for a visitor's pass.
4. The sponsoring student will carry the visitor's pass and return it to the Main Office at the end of the day.
5. The guest must remain with the student sponsor and attend classes for the entire day.

#### **Classroom Videotaping:**

Parents/guardians of students may request an opportunity to videotape their child's activities in the classroom. Any videotaping is expected to respect the guidelines that follow:

1. The frequency, length and number of videotaping sessions will be determined at the principal's discretion to impact as little as possible on classroom routines and instruction.
2. A written request must be submitted to the principal at least 48 hours in advance specifying the focus and purpose of the videotape. The uninterrupted operation of the educational program will be the primary consideration in scheduling videotaping.
3. All videotaping will be conducted by a member of the school staff using blank videotape (if applicable) provided by the parent/guardian.
4. The videotape will be used in a manner that respects all students' confidentiality. There will be no discussion, distribution, or presentation other than that specified in the written request.

5. The video will be viewed by the school administration prior to release to parents/guardians to insure that it accurately reflects the focus and purpose as stated in the written request and that it respects the rights of the other students. A copy of the videotape may be made and maintained by the principal.
6. If a conference is requested after videotaping, the principal will schedule it with appropriate staff members at a mutually convenient time as close to the date of the taping as possible.
7. An unedited copy of the videotape will be made available at the principal's request.
8. The nature and extent of videotaping for students receiving special education supports and services should be discussed by the Individual Education Plan (IEP) Team at a team meeting.

# SCHOOL NURSE / HEALTH SERVICES

## **BED BUGS**

Bed bug infestations in schools are uncommon. However, a bed bug could hitch a ride to school on the belongings of a student or staff member, and then could be carried home by another student or staff member. This is no minor concern given the expense of eradication and the social stigma associated with this issue. The GPS is committed to addressing all incidents of possible bed bug sightings in a confidential and respectful manner.

A procedure (E001.22) has been developed by the District that outlines specific steps that building administration will follow to:

- Educate families and staff about bed bugs
- Investigate bed bug sightings
- Communicate with families in the event of a confirmed bed bug sighting
- Partner with families directly impacted by a bed bug sighting to provide appropriate support

The full Bed Bug Procedure (E001.22) as well as a Bed Bug FAQ is available on the GPS website.

## **COMMUNICABLE/INFECTIOUS DISEASES** (GPS Procedure E001.17)

Students with any medical condition that may expose others to disease or contagious and infectious conditions within the school setting will be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

## **HEALTH SERVICES** (GPS Procedure E001.8)

The major purposes of the School Health Program are to assess the health of each student, prevent disease, and promote health and a healthy environment for all students and staff.

### **School Health Program**

The School Medical Advisor, appointed by the Superintendent, and the School Health Nursing Supervisor direct the School Health Program. Each District school is provided with the services of a public health school nurse and other members of the health care team on a regular basis. The school nurse in each school monitors required health and immunization assessment, plans nursing care to meet student health needs, and provides health care referrals, emergency care, and programs that promote a healthy environment.

### **Health Assessments and Immunizations**

The GPS District recognizes that periodic health assessments are important to determine health status of students, facilitate the removal of handicaps to learning, and find out whether some special adaptation of the school program may be necessary for a medical reason. The District requires that students have health assessments and screenings prior to school enrollment and at 3<sup>rd</sup>, 6<sup>th</sup> and 10<sup>th</sup> grade levels as required by the State Department of Health and District Policy. The District shall provide health assessments without charge when needed.

To participate in the competitive sports teams at the middle and high schools, a physical examination is required every 13 months. The physical examination must be documented on the "Physical Exam for Sports Participation" form or the Health Assessment Record for the State of Connecticut. The forms can be obtained through the district website.

The GPS District adheres to those state laws that pertain to school immunizations and health assessments. Attendance in school may be denied to any student who fails to obtain the health assessments (HAR-3) and immunizations as required under C.G.S. 10-206. Parents, wishing their children exempted or excused from physical examinations, health assessment, screenings and immunizations, must comply with State Medical or Religious Exemption rules. The public health school nurse at each school is very willing to answer questions that a parent may have regarding new student health requirements.

All students in Connecticut schools must submit proof of State required immunizations in order to register for entrance. [Please see State of Connecticut Required immunizations for 2017-2018](#)

All students must be immunized and must present a certificate from a physician or local health agency. If the student should not be immunized due to medical or religious reasons documentation as required by the State of

Connecticut should be submitted to the school nurse. Forms can be found on the District website

### **Administering Medications (GPS Procedure E001.12)**

The public health school nurse, or in her absence the principal, teacher, athletic trainer, coach, occupational therapist or qualified school personnel, paraprofessional and/ or qualified school employee, who have been properly trained, may administer medications.

No medications (except emergency medications- see In the event of an allergic reaction) including over the counter, will be administered without the following:

1. The completed Medication Authorization Form signed by a physician or dentist licensed in the states of Connecticut or New York or a licensed advanced practice registered nurse or a licensed physician assistant.
2. The completed written authorization of the parent or guardian of the child, section provided on the Medication Authorization Form. To avoid medication emergencies, the first administration of authorized medication shall not occur during school hours or at a school sponsored activity.
3. The medication must be provided in the original container with the appropriate label.
4. Over-the-counter medicines (i.e., Tylenol, Advil, Benadryl, etc.) must be in an unopened container.

The school nurse will not dispense any medication unless the above conditions are met. The appropriate Medication Authorization Form can be obtained from the school health office or district website. This authorization is required for administering both prescription and over-the-counter medications BEFORE the medication can be administered. A new Medication Administration Form is required for each medication, each academic year. Medications must be picked up at the end of the school year, medications cannot be held at the school over the summer.

### **In the event of a severe allergic reaction:**

A child without a previous history and without parental or physician authorization may receive epinephrine by auto-injection from a trained certified teacher or qualified personnel during regular school hours should the nurse be unavailable. (CT Act 14-176). The parent or guardian of a student may submit, in writing, to the school nurse or school medical advisor, if any, a notice that epinephrine shall not be administered to such student. The school district shall annually notify parents or guardians of the need to provide such written notice.

### **Self-Administration of Medication**

In cases in which the parent wishes the student to be able to self-administer medication, the parent or guardian must fill out and sign the self-administration section on the Medication Administration Form. All other sections of the form must also be completed. The Medication Administration Form must be renewed at the beginning of each school year and signed by the authorizing physician.

The public health school nurse must also agree that the student is capable of safely self-administering the medication in school before the student may self-administer the medication.

### **Psychotropic Drug Use (GPS Procedure E001.18)**

School personnel members are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. Members of the school medical staff, including school nurses, may recommend that a student be evaluated by an appropriate medical practitioner. Additionally, with written consent from student's parent/guardian, school personnel may consult with the medical practitioner regarding the use of such psychotropic drugs.

### **School Health Screenings**

At-school screenings such as those described below should not be considered a substitute for regular physical examinations. They are meant to supplement a child's yearly physical examination. The screenings are done because vision and postural problems can develop quickly, and screenings help pick up the problems early so that treatment can begin before vision and hearing problems affects the child's learning. The following health screenings are done:

Scoliosis Screenings: The public health school nurse screens female students in 5<sup>th</sup> and 7<sup>th</sup> grades, and males in 8<sup>th</sup> grade for scoliosis. Parents have the right to refuse school screenings for their child if they so desire. If a student does not meet minimum standards after two screenings, a written referral will be sent to parents suggesting that a doctor evaluate the student.

Vision & Hearing Screenings: The public health school nurse screens all students in K, 1<sup>st</sup>, and 3<sup>rd</sup> through 5<sup>th</sup> grades for distance vision. In addition, all students in K, 1<sup>st</sup>, and 3<sup>rd</sup> through 5<sup>th</sup> grades are screened for hearing. If further attention or additional care is indicated, parents are notified in writing. The student's health care provider should screen students in K, grades 3, 6 and 10.

#### Dental Screenings

Dental screenings are offered to children in all grades Kindergarten through Eighth. This screening is provided in addition to the child's regular dental visits. The dental hygienist makes referrals when there is evidence of need for further restorative/preventative dental care.

### **HOSPITALIZATION AND INJURIES**

If your child is returning to school after being hospitalized or treated in an emergency room, it is necessary to bring a note to the school nurse from the child's healthcare provider or the ER physician stating that the child may return to school, and delineating any restrictions or treatments the child may need while in school.

Any injury (causing the child to wear a cast, splint, or to use crutches or have stitches) or illness which would prevent the child from participating in activities, such as gym or recess, requires a note from your health care provider explaining the restrictions and the anticipated time frame.

### **ILLNESS**

When a student is ill in school, the public health school nurse, or designated staff member, determines if the student needs to go home. The public health school nurse, or designated staff member, contacts the parent/guardian. When a pattern of numerous cases of a communicable disease (such as strep throat) occurs, the school notifies parents of symptoms of which to be aware. This notification **is** via a School Health Alert notice sent home with students. Ill students who are to be excluded to their homes may not walk home alone. Parents or authorized emergency contacts must escort the ill student home. Please note the guidelines below:

#### **Guidelines for Childhood Illness**

The following guidelines are to help us provide a healthy environment for your child in school.

#### **Please keep your child home when he/she has:**

- Cold symptoms with fever, malaise, cough, discolored nasal drainage
- Diarrhea and/or vomiting
- Eye drainage (profuse and/or thick)
- Fever (for any reason)
- Rash (undiagnosed - not seen by medical doctor)
- When your child feels too sick to take part in the school day

#### **Your child may return to school when:**

- Temperature is normal for 24 hours after stopping Tylenol or Ibuprofen
- Diarrhea and/or vomiting has stopped for 24 hours
- Rash has been seen by medical doctor (must bring note to school nurse)

#### **Children are generally non-infectious:**

- 24 hours after starting antibiotics
- After all chicken pox lesions are scabbed (usually 1 week)
- 1 week after the onset of any communicable disease

Children unable to participate in PE class and/or recess because of injury (wearing cast, splint, or using crutches) or illness, must bring a note to the school nurse from the child's medical doctor.

Greenwich School District and the public health school nurses reserve the right to send home any student who displays signs of ill health or injury that, in the nurse's judgment, may jeopardize the general welfare of the student and/or the class.

### **NURSE**

The school nurse is on duty from 8:00 am to 2:50 pm. Students who feel ill should report to the nurse with a pass from their classroom teacher. Every accidental injury in school or on the grounds, no matter how slight, should be reported immediately to the teacher in charge, to the nurse, or to the main office. Elevator keys for physically handicapped or injured students are available from the school nurse. A \$20 deposit will be required for the use of an elevator key.

The school nurse maintains a cumulative health file for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.

Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is also important that parents notify the school nurse in case of a student's illness. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to bring a statement signed by a physician. The school nurse is available to parents and students for conferences regarding health issues.

## **SPECIAL HEALTH CARE NEEDS**

Meeting Students' Needs:

"Students with Special Health Care Needs" refers to those students who have a medically diagnosed chronic health condition, such as asthma, diabetes, life threatening food or insect allergies, seizures, cardiac abnormalities, chronic infectious disease, acquired disability, mental health conditions, or a significant acute illness or injury requiring treatment and a recovery period, such as mononucleosis, Lyme disease, or a fractured arm or leg. These students have needs that often require accommodations in a school setting to provide a safe environment where the child is able to achieve at a level equal to his/her ability. For those students, access to education may require:

- Assessment and periodic reassessment of the child's health status and level of functioning in order to determine what special services or program modifications he or she may need;
- Close collaboration with families;
- Development of an individualized health care plan (IHP) and/or school health plan (SHP), and/or emergency care plan (ECP) to address health and safety needs for school attendance;
- Related services necessary to ensure successful functioning in educational settings;
- Enhanced communication with staff health and social service providers in the school and the community;
- Education of school personnel

The State of Connecticut Department of Education Guidelines for Serving Students with Special Health Care Needs, 1992, as adapted, will be used to develop and promote safe and appropriate educational opportunities for students with special health needs on a case-by-case basis.



# STUDENT RIGHTS AND RESPONSIBILITIES

IT IS A STUDENT'S RIGHT TO:	IT IS A STUDENT'S RESPONSIBILITY TO:
<ul style="list-style-type: none"> <li>•!• Attend school in an environment that encourages learning.</li> <li>•!• Be represented by a student government.</li> <li>•!• Express opinions in a manner so as not to offend or hurt other individuals.</li> <li>•!• Expect teachers to give clear, reasonable assignments.</li> <li>•!• Be able to see grades and information regarding curriculum and obtain help when needed.</li> <li>•!• Expect school materials for each course will be available.</li> <li>•!• Expect that personal property and school projects will be safe.</li> <li>•!• Have a clean and well-maintained school.</li> <li>(• Be safe from harm and harassment at school.</li> <li>(• Be treated in a manner consistent with federal and state laws, school board policies and school rules.</li> </ul>	<ul style="list-style-type: none"> <li>•!• Attend school daily and maintain the highest possible level of achievement.</li> <li>•!• Be a contributing member of the student body.</li> <li>•!• Respect the rights of others to express their opinions.</li> <li>•!• Come to school prepared for class.</li> <li>•!• Ask for help and receive grades and information from teachers at mutually convenient times.</li> <li>•!• Keep school materials in good condition.</li> <li>•!• Respect all property belonging to others.</li> <li>•!• Respect and not vandalize school property. Do his or her part to help keep the building clean and free of litter.</li> <li>•!• Not harm or harass others.</li> <li>•!• Abide by federal and state laws, school policies, and school rules.</li> </ul>

# WHAT IS A MIDDLE SCHOOL?

As students settle into Eastern Middle School, they will see that the school is designed for students their age. This is a time to explore. Students will discover new skills and areas of success and develop new interests. The time to expand knowledge and venture into new areas is now, before specializing in high school and later on as an adult. A goal of our school is to teach students **how to learn**. The teachers will encourage thinking for one's self, learning the art of asking useful questions, seeking answers independently, and studying effectively.

## **PHILOSOPHY**

The faculty and staff of Eastern Middle School are committed to implementing a school philosophy which recognizes that children between the ages of 10 and 14 are unique in intellectual, social, emotional, and physical growth. Through a caring and secure environment, our middle school program ensures that all students experience challenges and success. The curriculum is based upon the developmental needs of the young adolescent. Emphasis is placed upon the following:

- Mastering basic skills within an inter-disciplinary context.
- Acquiring a fundamental body of knowledge and the critical thinking necessary to its interpretation.
- Developing a positive self-image.
- Accepting increased social, personal, and academic responsibility in relation to growing independence.
- Exploring a diversity of curricular and extracurricular activities.
- Developing an increased awareness of individual differences and respect for others.
- Participating responsibly in the school community.

The key to the success of this program is our flexible, creative, and enthusiastic staff who choose to work with students at this age level.

## **THE EASTERN COMMUNITY BELIEVES**

- *The students are the focus of the school.*
- *All students learn when given an opportunity.*
- *For educational excellence to occur there has to be a commitment by staff, students and parents.*
- *Each member of the school community is responsible for his or her performance.*
- *It is essential for success that staff, parents and students work cooperatively.*
- *Continuous planning, evaluation and change are necessary for improvement.*
- *The Strategic Improvement Team (made up of staff, parents and students) serves as an advisory group and reviews school priorities in conjunction with the Board of Education.*
- *Clearly articulated goals and open communication among groups (staff, parents and students) are essential.*
- *Academic exploration is encouraged.*
- *Caring for others and service learning are integral parts of the school program.*
- *The adopted middle school philosophy has an effect on all school programs and decisions.*
- *The administration's main role is to create an environment where teachers can teach and students can learn.*

## **TEAMING**

Grade level teams are comprised of the English, math, science and social studies teachers. An important characteristic of teaming is frequent team meetings with the grade level guidance counselor and administrator. Special education teachers also attend on a regular basis. Team time is used to plan grade level programs and curriculum units; it is also used to hold parent conferences. Student progress is reviewed regularly at team meetings.

# CURRICULUM OVERVIEW

	GRADE 6	GRADE 7	GRADE 8
<b>GRADE LEVEL TEAMS</b>	ALP Language Arts/Language Arts Math 6A, 6 or Pre-Algebra Science 6A, 6 Social Studies	ALP Language Arts/Language Arts Math 7, Pre-Algebra or Algebra Science 7A, 7 Social Studies	ALP Language Arts/Language Arts Pre- Algebra Algebra or Geometry Science 8A, 8 Social Studies
<b>WORLD LANGUAGES</b>	French, Spanish, Spanish for Native Speakers	French, Spanish, Spanish for Native Speakers	French, Spanish, Spanish for Native Speakers
<b>EXPLORATORY ARTS</b>	Art Music Consumer Science Computer Skills	Art Music Technology Consumer Science	Art Music Technology Computer Skills
<b>GUIDANCE/HEALTH PHYSICAL EDUCATION</b>	Health Guidance Physical Education	Guidance Physical Education	Health Guidance Physical Education
<b>OTHER PROGRAMS</b>	Instructional Support ( <i>Writing, Reading, Math, General Academic</i> ) Chorus Band Orchestra Seminar (ALP)	Instructional Support ( <i>Writing, Reading, Math, General Academic</i> ) Chorus Band Orchestra Seminar (ALP)	Instructional Support ( <i>Writing, Reading, Math, General Academic</i> ) Chorus Band Orchestra Seminar (ALP)

## HOMEWORK SUCCESS

The time guidelines listed below are not hard limits for daily homework. They are intended as an average amount of time. Some students will require more than the amount of time indicated below and some will require less:

<b>Grade 6</b>	<b>60 Minutes Plus Reading</b>
<b>Grade 7</b>	<b>70 Minutes Plus Reading</b>
<b>Grade 8</b>	<b>90 Minutes Plus Reading</b>

The responsibility of the school District to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by the students, be well planned and meaningful. It needs to be evaluated, corrected and returned promptly, and count for class credit. Homework shall not be used as a form of punishment. Basically there are three types of homework:

Practice Skills - Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.

Preparation for Future Classes - Prepares students for the next class meeting, and may include reading library research, or other information-gathering activities.

Extension of Classwork - Extension focuses on individual application, research, and study; takes students beyond work covered in class.

Time allotments for homework have been formulated for both teachers and parents. Since daily and long-term assignments will vary, the guidelines are intended to reflect the MAXIMUM amount of time a student should spend on daily homework. When appropriate, homework expectations may be differentiated based upon student needs. Also, the transition of students to each new grade level will necessitate the gradual phasing in of the new grade's increased homework time allotment.

**Please refer to the GPS Homework Procedure at: <http://gsdpublicdash.com/policy.aspx>**

## **ASSIGNMENT OF HOMEWORK**

### **Overview**

In an effort to maintain balance in our teachers' and students' lives, our staff is required to abide by the following guidelines as it relates to the communication, amount, due date and issuance of homework.

### **Communication of Homework**

- Homework should not be assigned in the evening or over a weekend if it hasn't been discussed with students in class.
- Staff may not email an assignment on a Saturday or Sunday that is due on a Monday that was not assigned in class on Friday.
- Staff may not post homework after 4:00pm that has not been discussed in class as it relates to the content therein (e.g., simply telling students that "homework will be posted later" is not in compliance with this rule because there was no discussion of the contents of the assignment).

### **Due Dates**

- Weekend homework assignments should be limited and Monday due dates should be avoided.
- Homework should not be assigned over vacations.
- If a long-range project has been assigned, the due date may not be scheduled for the day that students return from vacation.
- Tests may not be scheduled for the day that students return from vacation.

# SIXTH GRADE PROGRAM

**Language Arts** The language arts department supports the strategies and skills required for students to comprehend and communicate effectively in a 21<sup>st</sup> Century Society. Reading, writing, listening, speaking and language are addressed within the core curriculum that is aligned to the Connecticut and Common Core English Language Arts Standards. All five strands are taught through an integrated and constructivist approach to support student engagement and the capacities within Greenwich Public Schools' Vision of the Graduate. In sixth grade, LA classes meet for a double period daily. Students who have been identified for the Advanced Learning Program (ALP) are grouped for LA in grade six.

**Mathematics** Extends students' understanding of fractions and decimals, and introduces students to percent, ratio and proportion, scale drawing, and techniques for estimating length, area and volume. Students are also taught how to construct, read, and draw conclusions from tables, maps, charts, and graphs. There are three levels of math in grade six: pre-algebra, Math 6A, and Math 6. Level placement is determined by standardized testing, achievement and fifth grade teacher recommendations.

**Science** The Greenwich Public Schools provides a rich and challenging educational experience in science to every student. Children learn the essential understandings of living organisms, the physical world, and of their interrelationship. Additionally, students develop the ability to apply scientific knowledge to make informed decisions regarding personal, community and societal issues.

Greenwich Public Schools support an inquiry approach to science as a basic component in the daily instruction of every student. Through inquiry-based exploration, our students develop problem-solving, analysis and communication skills that support and encourage the investigation of the conceptual themes as described in the Connecticut Science Frameworks and the conceptual framework for the new Science National Standards.

The process of scientific inquiry is developed with each student using a science notebook, engaging in lab work, and discussing directed readings.

**Social Studies** Sixth grade students take one period of social studies daily. There is only one level of social studies in middle school for each grade level. World Regional Studies: The curriculum for grades six and seven will focus on world regions and backgrounds, using the lens of geography to examine past and present features of people and nations in different regions of the world. The sixth and seventh grade curriculum will trace the development of culture from prehistoric times to the modern age. (The grade six portion of the course will examine the regions and civilizations of East Asia, Europe, and the Americas and Caribbean).

**World Language** Students entering grade six are placed into either Strand A or Strand B classes. Strand A is primarily for students who began their foreign language study in kindergarten (the district's three magnet schools) and Strand B is for students coming from schools with foreign language in grades 3-5. All students are assessed at the end of grade 5 to allow for movement between Strands if appropriate. We offer continuing Spanish only in the middle schools-there is no beginning level Spanish until ninth grade. Beginning level French is available in grade 6. For both French and Spanish, we provide a sequenced program culminating in Advanced Placement classes at Greenwich High School. Middle school curriculum objectives focus on all four basic skills: listening, speaking, reading and writing. Students also learn about the culture of countries where the language is spoken.

**Art** In grade six explores a variety of art processes and media, which include drawing, painting, color, design, modeling, etc. Projects are designed to help students develop skills, confidence, and an appreciation for art as a life skill. Students will also learn about and create works of art in a variety of styles.

**Family and Consumer Sciences** Offers the opportunity to explore topics in personal development, interpersonal relationships, clothing care, and nutrition. Student "hands-on activities" include a sewing project, nutritional analysis of foods, and experience in food preparation.

**Music** Encompasses active performance, critical listening, musical notation, musical composition, and aesthetic appreciation. Activities involve singing and playing classroom instruments, i.e., keyboards, recorders, and percussion.

**Health** The course outline is explained in the special program section of the handbook.

**Computer Skills Class** provides a skills-oriented introduction to information technology resources and expectations, building on the elementary school experience. Students are expected to demonstrate mastery of basic technology skills, and apply them to the information-age research process of a curriculum-based project

# SEVENTH GRADE PROGRAM

**English** The language arts department supports the strategies and skills required for students to comprehend and communicate effectively in a 21<sup>st</sup> Century Society. Reading, writing, listening, speaking and language are addressed within the core curriculum that is aligned to the Connecticut and Common Core English Language Arts Standards. All five strands are taught through an integrated and constructivist approach to support student engagement and the capacities within Greenwich Public Schools' Vision of the Graduate. In seventh grade, English meets daily for a single class period, and for a second class period every other day. Students who have been identified for the Advanced Learning Program (ALP) are grouped for English in grade seven.

**Mathematics** Pre-Algebra provides students with the opportunity to learn the concepts of beginning algebra. Math 7 covers most of the same units as Pre-Algebra, but students are given additional time to master essential concepts. Some students in grade seven take Algebra, which is described on the next page.

**Science** The Greenwich Public Schools provides a rich and challenging educational experience in science to every student. Children learn the essential understandings of living organisms, the physical world, and of their interrelationship. Additionally, students develop the ability to apply scientific knowledge to make informed decisions regarding personal, community and societal issues.

Greenwich Public Schools support an inquiry approach to science as a basic component in the daily instruction of every school student. Through inquiry-based exploration, our students develop problem-solving, analysis and communication skills that support and encourage the investigation of the conceptual themes as described in the Connecticut Science Frameworks and the conceptual framework for the new Science National Standards.

Scientific inquiry and process skills are emphasized, encouraging all students to discover important concepts by devising and executing lab investigations as independently as possible. Advance science classes are offered in grade six, seven and eight. They offer increased rigor in assignments, testing, and research opportunities within the middle school curriculum.

**Social Studies** In grade seven, the course will examine the regions and civilizations of Subcontinental Asia, the Middle East and North Africa, and Sub-Saharan Africa. Using a thematic approach, students will analyze geographic, economic, political, social, and historical factors to understand and interpret significant trends and events, both past and present.

**World Language** Students continue in either Strand A or B (see description for Grade 6). Middle school curriculum objectives continue to focus on all four basic skills: listening, speaking, reading and writing. Students also learn about the culture of countries where the language is spoken.

**Art** In grade seven is an extension of the sixth grade program with a focus on drawing, painting, printmaking, crafts, ceramics and mixed media. Students use knowledge of design and composition and learn to evaluate their own work as well as the work of others.

**Music** Encompasses active performance, critical listening, musical notation, musical composition, and aesthetic appreciation. Learning activities involve singing and playing classroom instruments, i.e., keyboards, recorders, and percussion.

**Technology** Classes study communication (desktop publishing and electronic communication), transportation (mass transportation, the design and computer simulation of vehicles), construction (the study of structures such as airports, malls, and bridges), and production (the formation of a company to design, construct, and market a product).

**Family and Consumer Science** Offers the opportunity to explore topics in personal development, interpersonal relationships, clothing care, and nutrition. Student "hands-on activities" include a sewing project, computerized nutritional analysis of foods, and experience in food preparation.

# EIGHTH GRADE PROGRAM

**English** The language arts department supports the strategies and skills required for students to comprehend and communicate effectively in a 21<sup>st</sup> Century Society. Reading, writing, listening, speaking and language are addressed within the core curriculum that is aligned to the Connecticut and Common Core English language Arts Standards. All five strands are taught through an integrated and constructivist approach to support student engagement and the capacities within Greenwich Public Schools' Vision of the Graduate. In eighth grade, English meets daily for a single class period, and for a second class period every other day. Students who have been identified for the Advanced Learning Program (ALP) are grouped for English in grade eight.

## **Mathematics:**

**Algebra I** Is for students who have successfully completed pre-algebra. Topics include variables, functions, equations (solving and graphing), polynomials, rational expressions and operations, radicals, quadratics (solving and graphing) and applications. A graphing calculator is required for students in algebra.

**Pre-Algebra** Provides students with the opportunity to learn the concepts of beginning algebra. Topics include integers, rational numbers, decimals, basic geometry, square roots, exponents, scientific notation, solving linear equations and inequalities, and using spreadsheets.

**Geometry** Is a high school level honors course. This accelerated course includes a more rigorous study of plane figures, solid figures and trigonometry of the right triangle.

**Science** The Greenwich Public Schools provides a rich and challenging educational experience in science to every student. Children learn the essential understandings of living organisms, the physical world, and of their interrelationship. Additionally, students develop the ability to apply scientific knowledge to make informed decisions regarding personal, community and societal issues,

Greenwich Public Schools support an inquiry approach to science as a basic component in the daily instruction of every school student. Through inquiry-based exploration, our students develop problem-solving, analysis and communication skills that support and encourage the investigation of the conceptual themes as described in the Connecticut Science Frameworks and the conceptual framework for the new Science National Standards.

Students work on further development of laboratory skills, the process of scientific inquiry, and encouraging independence in research and reasoning through experimentation and discussion. Students gain experience in writing formal laboratory reports and keeping a laboratory journal. Advanced Science classes are offered in grade six, seven and eighth. They offer increased rigor in assignments, testing, and research opportunities within the middle school curriculum.

**Social Studies** Emphasizes critical thinking, research and geography. Students receive a clear overview of American life. The concepts of culture, conflict, and equality are examined during the following time periods: Colonial and Revolutionary America, the Constitution and the Growth of Democracy, Sectionalism and the Civil War, Roots of Modern America, and Modern America.

**World Language** Students continue in either Strand A or B (see description for Grade 6). Middle school curriculum objectives continue to focus on all four basic skills: listening, speaking, reading and writing. Students also learn about the culture of countries where the language is spoken. Students will be assessed at the end of Grade 8 for placement in world language classes at Greenwich High School.

**Exploratory Classes** Include semester courses in the areas of art, music, technology, and a quarter course in health and computer skills. Students in grade eight may choose to take two courses in the same area by dropping one of the other exploratory classes.

**Art** Is a continuation of the grade seven art program.

**Music** Options include chorus, musical theater, and general music.

**Technology** Is the study of communication (desktop publishing and electronic communication), transportation (the design and computer simulation of vehicles), construction (the study of structures such as airports, malls, and bridges), and production (the formation of a company to design, construct, and market a product).

**Computer Skills** Emphasizes research projects which result in a product requiring the use of multiple technologies.

**Health** Is explained in the special program section of the handbook.

# SPECIAL PROGRAMS

**Physical Education** places emphasis on four major developmental goals in all three grades: physical well being, physical skills, cognitive skills, and positive attitudes and relationships. The program provides instruction in team, individual, and leisure-time sports. Activities include field hockey, flag football, floor hockey, team handball, basketball, dance, gymnastics, weight training, softball, tennis, lacrosse, and track and field. Other activities may be added depending on student interest

**Group Guidance** curriculum is taught by the grade level school counselor. The focus is on the skills necessary for substance abuse prevention, developing positive and healthy interpersonal relationships, conflict resolution, and understanding diversity.

**The Media Center** is both a library and a technology center providing a comprehensive program of instruction, support service, and opportunities for student learning. The center has one complete computer labs, an excellent collection of print and non-print material, and computer software. Media Center facilities are open before and after school.

**Seminar** is offered to students as part of the Advanced Learning Program (ALP). Students with high verbal talents and strong writing skills, who can learn at a rapid rate and at a greater depth, who are also willing to take on challenging work are identified for Seminar. Goals focus on developing critical and creative thinking skills, on improving advanced reading and writing skills, and on refining research and study skills. The curriculum for each grade is interdisciplinary in nature with evolution of ideas as the concept explored in grade 6, the concept of systems in grade 7, and public health issues in society as the study topic in grade 8. In order to take Seminar, students must drop one of their exploratory classes.

English Language Learners Program (GPS Procedure E001.5)

The ELL program with the Greenwich Public Schools is designed to facilitate the acquisition of communicative and academic English, academic content and cultural knowledge to enable English Language Learners (ELLs) to succeed in mainstream classes and in U.S. communities as quickly as possible. ELL classes are self-contained and replace Language Arts classes until students have acquired sufficient English language proficiency to be successful in mainstream English classes, or until they meet the English Mastery Criteria established by the State of Connecticut. The Superintendent of Schools, or a designee, shall ascertain annually the number of children of limited and non-English speaking ability within the school system, classify them according to their dominant language, and report this data to the State Department of Education. All in need of instruction shall be provided with appropriate services.

**Health** is taught in grades 6 and 8. The health curriculum helps students develop critical thinking, problem-solving, and decision-making skills to protect, maintain, and improve their health. Topics include nutrition, safety and accident prevention, human growth and development, and first aid. In grade 8 the curriculum focuses on disease prevention including AIDS, and Family Life Education, which stresses abstinence as the only appropriate course of behavior for young people. Parents may choose to opt their children out of any or all of the Family Life Education, puberty and AIDS instruction with written notification to the principal.

**Instructional Support** is provided for students scoring below the mastery level on statewide testing or those recommended by their teachers. They **will** receive special assistance in writing, reading, and mathematics. Students whose academic performance is significantly below their school ability or below the state mastery level are also eligible for this assistance in lieu of foreign language or exploratory classes.

**Special Education** provides a continuum of services for students who have been identified by a planning and placement team as having a handicapping condition. This team develops each student's individual educational plan. When appropriate, special education and related services may include learning support, self-contained classes, collaborative teaching, speech and language therapy, psychological services, social work services, occupational and physical therapy, and special transportation arrangements. Each special education student has a teacher-monitor who communicates with the student's teachers and parents.

**Band and Orchestra** provide group instruction, rehearsal and performance opportunities as part of the exploratory arts program. This instruction takes the place of two grade level semester offerings.

Chorus is offered to all students who may join the appropriate grade level chorus. Practice takes place once a week during advisor base.



# STUDENT ACTIVITIES

Information regarding student activities is announced and posted daily in Period 1 and on Eastern's web page.

## **AFTER SCHOOL ACTIVITIES AND EXTRA HELP**

A booklet giving club information, as well as times that teachers are available for help, goes home at the beginning of the school year and is posted on the website.

## **DRAMA ACTIVITIES**

The 8<sup>th</sup> grade musical production is held in January. The students in the show must be registered for the show chorus class in order to be eligible to participate. \* Please Note: In order to be eligible for the Show Chorus class in grade eight, students must take chorus in both sixth and seventh grade.

## **MUSIC ACTIVITIES**

Students may participate in band, orchestra, string ensemble, jazz ensemble, grade level choruses, Treble Choir (female choral group) and Eastmen (male choral group). There is a talent show in November for all students, 8<sup>th</sup> grade musical in the winter, winter concert, spring musical showcases, and spring concerts in May and June. Instrumental and small choral groups meet before and after school. Choruses meet weekly during Advisor Base.

## **SPORTS PROGRAM**

An intramural sports program is available for all students. Activities in past years have included soccer, field hockey, flag football, volleyball, tennis, badminton, street hockey, rollerblading, basketball, softball, and track & field. These activities will conclude in time for the student participants to take the late bus (4:00 pm).

There is also a competitive sports program which is offered during three separate seasons. These extra school competitions will require students to try out for the team. Practice and game times will be from approximately 3:00 pm to 5:30 pm.

Inter-school sports will include girls and boys soccer, field hockey, and coed volleyball in the fall; girls and boys basketball in the winter; and softball, baseball, and coed track and field in the spring.

Students and parents need to be aware of the following requirements for the competitive after school sports program:

- J> A current medical form and a signed permission form from parents must be submitted before try-outs. These forms are on our website.
- J> Attendance at all try-out dates is required. The coach will define what is required.
- J> A minimum of four to five days per week time commitment is expected if the student is chosen to be on the school team.
- J> Students must provide their own transportation home following practices and games.

## **STUDENT COUNCIL ASSOCIATION**

Students participate in the Student Council Association through advisor base. Students are self-nominated. Students in all grade levels are encouraged to get involved in the student council.

## **STUDENT PUBLICATIONS**

**Publishing Club** The publishing club is for writers who want to write and edit for Eastern's literary magazine. Students may submit and edit stories, poems, and drawings. The publishing club also helps students who want to prepare and submit their work to real-world magazines that publish teen writing. Students in this club also have opportunities to enter their work in literary contests. The club meets regularly throughout the year.

**Yearbook** The Eastern yearbook is issued at the end of the school year. The yearbook contains pictures of students, staff, school activities, and special events that are held over the course of the year. Students meet regularly throughout the school year to prepare the yearbook.

# STUDENT BEHAVIOR GUIDELINES

## **BEHAVIOR GUIDELINES**

Appropriate behavior is expected from all students. It is the responsibility of the professional staff to be knowledgeable about and to use techniques to reinforce positive behavior and enable students to develop self-discipline and respect for the rights of others. In cases where student conduct endangers persons or property, seriously disrupts the educational process, or violates a published rule of the school or policy of the Board of Education, students will be subject to removal from class, detention, suspension, or expulsion from school.

Teachers may remove from class students who deliberately disrupt the educational process in the classroom. It is the Board's intention that suspension from classes and from school privileges, including transportation, be used for serious disciplinary offenses.

## **PHILOSOPHY OF DISCIPLINE**

The Board of Education's goals in establishing disciplinary guidelines are to ensure an orderly and safe environment conducive to education, and to encourage students to develop self-discipline, self-control, and voluntary compliance with just rules.

An orderly and safe environment is essential to allow all students to pursue their education and must be maintained to protect the rights of all students. The School District is committed to the principle that disorderly and disruptive behavior should not be permitted to interfere with the rights of other students to pursue their education.

Self-discipline leads each child to become a mature, responsible citizen. Discipline in a school setting that relies solely on external enforcement measures without focusing on developing self-discipline is merely crowd-control, leading children to develop low levels of commitment to good behavior.

In order to maintain order and discipline, the administration shall establish procedures governing student conduct. Those procedures will include a prohibition of the use of physical activity (e.g., running laps, push ups) or the withholding of opportunities for physical activity (e.g., recess, physical education) as punishment by school and other personnel. Each school shall inform students and parents at the beginning of each school year of the administrative regulations and the school rules regarding student conduct. The administration, through its principals and teachers, and with the help of parents, shall see that such regulations and rules are implemented. Students shall then be accountable for complying with the standards of conduct. Any student who fails to comply with the rules and regulations concerning student conduct is liable to a range of disciplinary actions.

Parental support in developing self-discipline in their children at home and in cooperating with school authorities about their children's behavior at school is essential to an effective approach to discipline and creating a safe and orderly school climate.

## **ACADEMIC AND BEHAVIOR PROBLEMS**

Periodically, the staff will review the behavior and academic progress of students.

At these reviews, a student may be identified for intervention strategies to help him or her meet appropriate standards. Parents will be notified and the teachers and counselor will work with the student to develop a plan to assist the student.

If at the end of a marking period a student is still experiencing serious behavior or academic difficulties, he or she may not participate in any activities, school sponsored field trips or school functions that cause him or her to miss any classes. Participation in extracurricular activities may also be suspended until a student's behavior and/or academic performance show improvement.

## **APPROPRIATE LANGUAGE**

Students are to use appropriate language at all times. Statements or gestures that are insulting or hurtful to others are not tolerated. Use of profane language or gestures is inappropriate and is not acceptable. Consequences will include parent notification, detention and may lead to suspension.

## **ASSEMBLY GUIDELINES**

*Students will enter the auditorium in an orderly manner and as quickly as possible.*

- I> *Students will sit as a class with their teacher in the area designated.*
- I> *Students will become silent when the program begins and behave appropriately during the assembly.*
- I> *Students will show appreciation by applauding at appropriate times. Whistling or booing are unacceptable.*
- J> *Students will remain seated until dismissed.*

### **BEEPERS, PAGERS, CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES**

Students may possess a beeper, cell phone or other electronic communication device with the exception of **pagers**, but may only use that device pursuant to the following restrictions:

#### **All Elementary and Middle Schools**

On school days, electronic communication devices, including beepers, and cell phones, may be used before school and after the close of the school day in order to communicate with family or friends. During evening hours and on weekends, students may use beepers, cell phones or other electronic communication devices on school grounds or at school activities off of school grounds unless a student's activity sponsor or coach limits the use of such electronic devices, or unless the use of that item may cause disruption to the activity, such as a dramatic performance or a concert.

During the school day, beepers, cell phones and other electronic communication devices must be stored in the OFF mode so that they are incapable of receiving a signal. Also during the school day, beepers, cell phones and other electronic communication devices must be stored out of sight in lockers, backpacks, bags or purses. A beeper, cell phone and other electronic communication device that is not stored during the school day is subject to confiscation, unless specific permission for use has been given by a building administrator or teacher. **Confiscated electronic communication devices will be held in the main office until retrieved by a parent or legal guardian.**

Students are personally responsible for the security of their electronic communication devices. Schools are not responsible for loss or theft of such devices.

**Pagers.** According to state statute 10-223j, no student in a public school may possess or use a "remotely activated paging device unless such student obtains the written permission of the school principal for such possession and use." Therefore, any student who wishes to bring a pager to school must apply to the School Principal for permission. The School Principal may grant written permission for such possession and use of a paging device by a student if the student or his parent or guardian establishes to the satisfaction of the Principal that a reasonable basis exists for the possession and use of the device. A "paging device" is defined as a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

This section pertaining to paging devices does not apply in the following cases, provided that the School Principal approves in advance of the presence of a pager: a disabled student using portable pagers for medical reasons, visitors on school property for an authorized program, meeting or function, a student who is a member of a volunteer fire company, ambulance or rescue squad, or a student who has the need due to medical condition of an immediate family member.

### **BEFORE SCHOOL POLICY**

For students who arrive to school during the hours of 7:00 AM – 7:30 AM they will report to the cafeteria. After 7:30 AM, students will have full access to the school building, including their lockers, the Media Center, as well as have the opportunity to attend extra help sessions from their teachers (before 7:30 AM must be arranged with their teacher). Students will be able to use this time to get organized in order to be prepared for the start of the school day.

### **BOOK BAGS**

Students are not allowed to carry book bags or backpacks during the day unless they have been given permission by the school nurse or grade level administrator.

### **CAFETERIA RULES**

- J> *Students may push tables together in the large cafeteria with permission from the teachers*
- J> *Students may sit no more than 6 to a table (large cafeteria) and no more than 12 to a table (small cafeteria).*
- I> *Students should remain at the same table for the entire lunch period.*
- J> *Students are to be polite and courteous while in the cafeteria.*
- I> *Students may not throw food or other objects such as trash.*
- I> *Students must clean the table top and floor area after they finish eating.*
- I> *Students, after finishing lunch, may be excused to go to the outside recreation area.*
- I> *Students are expected to use the bathrooms on the way to and from lunch.*
- I> *Students are not to leave the cafeteria without permission.*
- I> *Students may eat only in the cafeteria.*

- ▶ *Students will observe posted lunch line rules.*
- ▶ *Students reported for stealing food, using another student's lunch account without permission, or extorting money will be given appropriate disciplinary consequences.*
- ▶ *Students may lose cafeteria privileges for inappropriate behavior.*
- [> *Students are expected to recycle.*
- [> *Students must wait for their entire table to be dismissed before leaving at the end of lunch.*
- [> *Students may only purchase food from the cafeteria during their designated lunch wave.*

### **CHEATING/MISREPRESENTATION**

Cheating or plagiarism (use of another person's ideas or writing as one's own) is unacceptable. Students involved will receive a zero for the assignment or test and parents will be notified by the teacher. Forged notes, signatures, and other forms of misrepresentation will result in school discipline.

### **COMPLAINT PROCEDURES**

Students who feel that they have been harassed or discriminated against by another person are encouraged to speak to the person and relay that the behavior is offensive and unwelcome; students should request that the behavior stop.

If a personal request is ineffective, or the student feels uneasy speaking with the offender, or if the offender is an adult, the student should discuss the behavior with his/her counselor, administrator or other staff member with whom he/she feels comfortable. Any staff member in the school who receives a harassment or discrimination complaint from a student is required to follow up on the complaint by referring it to an administrator.

### **COMPUTER USE**

Use of the computer network and Internet is a privilege, not a right. The Acceptable Use Policy and District Internet Code of conduct are described in this handbook. Any student who violates this agreement, shall at a minimum, have his or her access to the network and Internet suspended. The school may also take other disciplinary actions.

### **CONDUCT FOR ATHLETIC CONTESTS**

- ▶ *Food and drinks are not allowed in the gymnasium or on the playing field.*
- > *Please show positive responses by applauding or cheering. Please do not bring horns, noise making devices, toys, beach balls or cell phones to athletic contests.*
- > *Spectators should be courteous when a player is on the foul line attempting a free throw.*
- > *Once you enter the gymnasium, please remain in your seat. Once you leave, you will not be allowed to return.*
- > *Please bring your personal and homework materials with you to all athletic contests because you will not be able to go to your locker afterwards.*
- > *Please be sure to make advance plans for your ride home. Cell phones may not be used during the course of an athletic event. Most competitions end within one hour of the starting time.*
- > *Students are expected to leave school property immediately after the game. If you need to wait for your ride, please wait on the benches in the front of the school.*

Students who are unable to follow each of these guidelines will be asked to leave the event and may be subject to disciplinary consequences.

### **DANGEROUS WEAPONS AND INSTRUMENTS**

The Board of Education is concerned for the safety and welfare of all students and school personnel in school or at school-sponsored activities. For this reason, the Board prohibits student possession of a firearm, a deadly weapon, a dangerous instrument, or a martial arts weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity. A violation of this policy will result in the mandatory recommendation by the Superintendent of expulsion for one calendar year.

Further, the possession of a facsimile of a weapon, dangerous instrument, or martial arts weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity may result in disciplinary action including suspension and/or expulsion.

### **DETENTION: TEACHER AND SCHOOL**

Teachers may keep students after school for disciplinary reasons. If a student is unable to stay on the assigned day, he/she must bring a note from the parent explaining why he/she could not stay that day and must stay for the teacher on the following day. If the student fails to stay, the teacher should notify the parent.

For more serious offenses, school detention is assigned by an administrator. In some cases, this may require students to arrange special transportation and miss extra-curricular activities. As a result, students may, if needed, have 24 hours notification. Failure to report for school detention without a written excuse or disruptive behavior during detention may result in suspension from school.

### **DRESS CODE**

A student's choice of clothing or grooming styles has been held to fall within his/her right of privacy, as a form of self-expression. The Board of Education may not impose limitations on dress in which fashion or taste is the sole consideration; it is requested that students:

- Consider health, safety, and respect for the academic environment in their choice of attire;
- Not wear hats in the school building (except for religious reasons); and
- Not wear clothing advertising alcohol, drugs, or tobacco, or displaying offensive language.

However, to promote a positive, safe and non-disruptive school climate, proper attire must be worn. Parents are responsible for checking children's school clothing. If a student is referred to a school administrator for inappropriate clothing, the parent(s) will be notified and asked to either bring in a change of clothes or pick up the youngster. *The following guidelines will be used to judge appropriateness of student clothing:*

- Hats and hoods may not be worn in the building, except for religious reasons.
- Clothing and accessories must be free of offensive signs, slogans or language. Clothing cannot promote or refer to sex, alcohol, drugs, tobacco, firearms or display offensive language. Apparel with "double meanings" such as, but not limited to, concert T-shirts depicting illegal or antisocial behavior and pants with inappropriate slogans across them are prohibited. Clothing must reflect basic standards of modesty.
- Loungewear and underwear worn as outerwear are not permitted. Examples include, but are not limited to, pajama bottoms, slippers and pants or tops that expose underwear.

### **DRUGS, TOBACCO AND ALCOHOL** (GPS Procedure E001.9)

The schools play three important roles in helping to prevent student drug, tobacco, and alcohol use. Operating in conjunction with the home and community, they:

- Try to prevent drug use through education
- Intervene with drug users and at-risk students
- Promote recovery through referrals and reentry support

Smoking, use of smokeless tobacco and/or use of any type of e-cigarette are prohibited for elementary, middle, and high school students. Students shall not manufacture, possess, sell, distribute, *or* use illegal *or* harmful substances in school buildings, on school grounds, or while involved in any school or school-approved activity.

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

### **FIGHTING**

Fighting is not an acceptable solution to a problem. If a child is having difficulty with another student, a group of students, or is being threatened by anyone, the student should discuss the situation with his/her teacher or counselor. If the problem continues, the student should see their assistant principal or principal. If a student is involved in a fight in school, the student may be sent to the assistant principal *or* principal. An administrator will contact the student's parents and assign a consequence.

### **HALLWAY PROCEDURES**

For safety reasons, students are not permitted to run, push, *or* jump in the halls. Students are expected to follow instructions of staff members, which include moving along to class or leaving the building at the end of the school day.

### **HARASSMENT/THREATENING BEHAVIOR**

Every child has the right to feel safe, valued, and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their color, their religion, the country in which they were born, their

gender, their sexual orientation, or any disability they may have. The Greenwich Public Schools has zero tolerance for harassment or threatening behavior of any kind. Please teach your child that if he/she is harassed or threatened, or sees harassment or threatening behavior happen to someone else, the behavior should be reported to a teacher or the principal. To maintain a positive and productive learning environment, the Board of Education and District officials will make every attempt to halt any harassment or threatening behavior by calling attention to this policy or by direct disciplinary action. For serious threats, disciplinary action will include notification of the superintendent or his/her designee, possible involvement of the Youth Division of the Greenwich Police Department and/or suspension.

### **INSPECTION OF LOCKERS**

For maintenance, health, and safety reasons, school property may be inspected by school authorities. Inspections for the location of drugs, liquor, weapons, and stolen items are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel.

### **INSUBORDINATION OR INTIMIDATION OF STAFF**

Any student who deliberately refuses to obey a member of the school staff will be removed from the class or activity and is subject to school discipline. Insubordination may lead to suspension. Threatening or intimidating staff will lead to suspension/expulsion and possible police involvement.

### **NON-DISCRIMINATION**

Access the district website to reference the non-discrimination policy:  
<http://www.boarddocs.com/d/greenwich/Boardsnf/vpublic?open>

### **OUT OF SCHOOL MISCONDUCT**

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off school property and during non-school time. Out of school actions that will result in a mandatory expulsion for one calendar year include the following:

1. Possession of a firearm as defined in 18 U.S.C. 9212
2. Possession and use of a firearm, a deadly weapon, a dangerous instrument or martial arts weapon in the commission of a crime
3. The sale or distribution of drugs which are controlled substances as defined by CGS21a-240

Certain other out of school misconduct may result in disciplinary action, up to and including suspension and expulsion. In determining whether the out of school misconduct will result in any disciplinary action the School Administration or the Board of Education will consider whether the misconduct violated a publicized policy of the Board and is seriously disruptive of the educational process.

### **PROHIBITED ITEMS**

Skateboards may be brought to school but cannot be used on school property at any time. Other items that may not be used on school property include roller blades, playing cards, water guns, toys and spray paint. Gum is also not permitted in school. Electronic devices that may not be used during the school day include (but are not limited to) iPods, iPads, cell phones, camera phones, radios, tape/CD/DVD players, laser pointers, pagers and beepers.

Cellular phones or other communication devices may not be used during the school day, inside or outside of the building, unless a teacher or school administrator gives permission. If these items are used at school, they will be confiscated and will be returned only to a parent or guardian. These items should be stored in a student's locker during the school day.

### **SEXUAL HARASSMENT/EQUAL OPPORTUNITY (GPS Procedure L 020.2)**

Title IX of the Federal Education Amendments of 1972 (20 U.S.C. 1681, 1682) prohibit school systems from engaging in employment practices and operating educational programs or activities, which discriminate on the basis of sex. Sexual Harassment is also prohibited based on Title IX of the Education Amendments of 1972, and State Law - Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law - Sec. 10-15c. Sexual Harassment is defined as **unwanted and unwelcome** behavior of a sexual nature which interferes with a student's right to learn study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere.

The Greenwich Board of Education has adopted an internal Grievance Procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by regulations implementing Title IX of the Education Amendments of 1972. A copy of the Title IX Policy and Grievance Procedure can be obtained at each school in the main office, at the Board of Education, Department of Human Resources or on the district's website at <http://www.boarddocs.com/ct/greenwich/Board.nsf/vpublic?open> by clicking on Policies and Procedures.

The Director of Human Resources shall serve as the District Title IX Compliance Officer. In addition, the EMS Title IX Coordinator is Lora Parisi.

Director of Human Resources  
Greenwich Public Schools  
290 Greenwich Avenue  
Greenwich, CT 06830  
Phone 203-625-7460  
Fax 203-625-7408  
E-Mail [Robert\\_Stacy@greenwich.k12.ct.us](mailto:Robert_Stacy@greenwich.k12.ct.us)

The district will provide every student with equal educational opportunities regardless of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources.

### **SUBSTITUTE TEACHER GUIDELINES**

Students are expected to give substitute teachers the same respect given to all teachers. When returning to school the classroom teacher will deal with any discipline referrals from a substitute. Removal from class by a substitute may result in a minimum of one detention.

### **SUSPENSION/EXPULSION**

No student may be suspended without an informal hearing before the building principal or the principal's designee unless the principal determines an emergency situation exists.

If it is necessary to suspend a student before an informal hearing is held, a hearing shall be held as soon after the suspension as possible. In the informal hearing the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant.

Except in an emergency situation which is defined above, no student shall be suspended without prior consultation with the student; one or both of the student's parents, if it is possible to contact them (if it is impossible to contact a student's parents, they shall be notified as soon as possible thereafter); a teacher, administrator or other professional staff member who is in a position to assess the student's needs and problems.

Information regarding the appeals procedure will be provided to the parent or eligible student as part of their notification of the right to appeal.

When it appears a student may have broken the law, the principal or his/her designee must inform the student's parents and the police. All students shall be afforded the procedural due process guaranteed by law.

Students shall make restitution for damages, which result from their actions.

If a staff member obtains physical evidence from a student indicating that a crime has been or is being committed by the student, or that the student intends to harm himself/herself or others, the staff member is required to turn such evidence over to school administrators or law enforcement officials as soon as possible.

### **Expulsion**

Expulsion is the most extreme action in disciplining students.

The Board of Education may expel a student from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property, or the educational process, or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program. Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

Student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is cause for expulsion for a calendar year. A student who offers illegal drugs for sale or distribution on or off school grounds is also cause for expulsion for a calendar year.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

### **TARDINESS**

The school day begins at 8:00 am. A student will be marked tardy if he/she arrives after that time. Children who are tardy are asked to report to the office to verify attendance. Parents are encouraged to have their children at school on time, as tardiness is disruptive to the educational process. Repeated tardiness can result in disciplinary action, such as detentions, or may require referral to the student's counselor or school psychologist. In extreme cases, tardiness can be considered educational neglect and requires school personnel to report such cases to an appropriate state agency.

### **THROWING OBJECTS**

Throwing snowballs, other objects, or shooting projectiles is prohibited and may result in detention or suspension.

### **VANDALISM**

The parent or guardian of any student who irresponsibly or willfully cuts, defaces or otherwise damages any property, real or personal, belonging to the school district is held liable for damages up to the maximum amount allowed under state law.

### **VIOLATION OF STATE LAW**

Student involvement with weapons, alcohol, drugs, vandalism, theft, or any other action(s) that may be considered a violation of state law will lead to police involvement and parent contact. School rules require suspension for any incident involving alcohol, drugs, or theft. The state legislature continually reviews the laws on student behavior. Parents and students will be promptly notified of changes to the Connecticut General Statutes.

### **VISION OF A POSITIVE LEARNING ENVIRONMENT**

The middle school community is one that promotes learning, social responsibility, and mutual respect. It also recognizes the value of a diverse, positive environment to the overall development of the student. High standards of behavior must be maintained at all times to ensure that our community is a safe place for students and their property. This code applies to all students and will be enforced by all staff members. The rules apply to all school sponsored activities, whether or not they occur during school time or on school property. Inappropriate behavior not covered by the guidelines will be dealt with accordingly, at the discretion of the administration. Students have the right of due process, except in rare emergencies when the school must act immediately to protect the health or safety of an individual or group.

### **WHOLE STUDENT DEVELOPMENT**

#### **Statement of Purpose**

The District shall provide an educational experience that develops students' social, emotional, creative and physical skills and talents. The experience shall be designed to develop and reinforce students' knowledge and skills to become creative, capable, compassionate and responsible members of society, including student outcomes as described in the Vision of the Graduate.

Staff members will model and reinforce these qualities of good character and work with parents and community members to develop them in students. Annually, the District shall report to the Board on evidence of students' acquiring these attributes and exhibiting Vision of the Graduate capacities.

#### **Policy**

The District will provide opportunities for students before, during and after school to develop their interests and talents through a comprehensive array of coordinated programs and activities. The emphasis of such programs will be to develop not only students' skills and knowledge but also their qualities of good character, creativity, responsibility, sportsmanship, cooperation and leadership. Opportunities will include the following:



- Visual and performing arts, including presentations and performances
- Athletic activities such as inter-scholasticsports, intramurals, etc.
- Activities that benefit others, such as school and community service
- Student government and civic activities
- Academic enrichment activities

In order to maintain a cohesive and just community, which protects the educational process and the social and academic development of all students, District and school leadership will promote behavioral norms, as follows:

- **Be Here**
- **Be Safe**
- **Be Honest**
- **Care for Self and Others**
- **Let Go and Move On**

In addition, the District will assist schools in providing safe school climates by promoting students' social/emotional skill development and by managing behaviors of concern to safety. The entire school community plays an active role in this process. Students and staff respond to potentially threatening situations by conveying information in a timely, direct and factual manner to designated administrative staff. Students and staff should be notified of the process by which they may make anonymous reports about behaviors of concern, in order to maintain a safe school climate. Designated certified staff will take immediate, preventative action in accordance with District and school protocols.

The District will establish standards for appropriate student behavior at all school levels and will proactively communicate these expectations to students, parents and staff. The District will maintain a consistently well communicated, administered and enforced disciplinary code, which provides means for reinforcement of positive and appropriate student behavior, which clearly describes the unacceptable behavior and which outlines appropriate consequences for, and links such consequences to, the unacceptable behavior. The District will also maintain procedures to address the needs of students with challenging behaviors. The goal of this District policy is to end unacceptable behavior and prevent its reoccurrence.

The District is committed to providing students with a safe learning environment for whole student development, where all students and community members respect diversity in our schools. The District will support this commitment through instruction, staff development, specialized internal staffing, external community-based partners and student and parental involvement.

#### **District Staff**

Building administrators, teachers, counselors, social workers, nurses, school psychologists and special educators and other appropriate staff provide a variety of services to students within the educational setting including risk assessment and counseling. All staff members work collaboratively to prevent unacceptable behavior, develop behavior plans and provide social skills development for students. In addition, school psychologists, social workers and special educators work to support parents by apprising them of community-based resources that provide for the needs of our students and their families.

#### **Students**

Student involvement occurs through peer mentoring groups and other similar activities based at the school level, and in some cases district-wide.

#### **Parents**

Parental engagement proactively contributes to ensuring a safe school climate.

Parental involvement may include supporting the District's prevention and intervention procedures, sharing with other parents awareness of district behavioral norms and cyber-bullying, and the monitoring of social media use by their children. Parents are informed of safe school climate programs in parent handbooks and weekly newsletters.

#### **Violation of Safe School Climate**

The District shall consider certain student behaviors, which are seriously disruptive of the educational process, a violation of this policy and grounds for disciplinary action, including expulsion. In line with State statutes, such behaviors include, but are not limited to, the following:

1. Possession, use sale or distribution of controlled substance, as statutorily defined;

2. Theft and other property offenses;
3. Possession of a dangerous or facsimile weapon, or possession of a "firearm", or deadly weapon, dangerous instrument, or martial arts weapon, each as statutorily defined;
4. Behavior that jeopardizes the safety of self or others (including arson, false alarms, fighting, or the failure to disclose an impending threat of conduct which jeopardizes the safety of self or others);
5. Other criminal offenses.

When such behaviors occur on school grounds or at a school-sponsored activity, they may be deemed to be seriously disruptive of the educational process. When such behaviors occur off school grounds, they may also be deemed to be seriously disruptive of the educational process if the behavior markedly interrupts or severely impedes the operation of the schools or the education of other students.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior 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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. Cause physical or emotional harm to such student or damage to such student's property;
2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. Creates a hostile environment at school for such student.
4. Infringes on the rights of such student at school; or
5. Substantially disrupts the educational process or the orderly operation of a school.

Consistent with the requirements under state law, the Greenwich Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy.