

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
JULY 28, 2025 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11/HYBRID**

MEMBERS PRESENT: Beverly Washington – Chairperson (remote), Adrian Johnson Vice Chairperson, Andrea Ackerman (remote), Dean Antipas, Matthew Shulman, Jay Weitlauf (remote), Ian Thomas (remote) Jennifer White, Michael Whitney

ALSO PRESENT: Susan Austin, Denise Doolittle (remote), Rita Parciak, Sam Kilpatrick, Shannon Weigle, Stephanie Sawyer, Mariana Reyes

I. CALL TO ORDER – Mrs. Beverly Washington - Chairperson, called the meeting to order at 6:03 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

➤ Superintendent Austin welcomed Stephanie Sawyer as the new Principal at Charles Barnum Elementary School and Mariana Reyes as the CAPSS Intern.

III. COMMENTS FROM CITIZENS

- Mrs. Rachel Franco, 28 Topsail Lane, shared her advice regarding the FOI complaint filed by Ian Thomas against the Town Council. She noted that the Town has 30 days to respond to his complaint.

IV. RESPONSE TO COMMENTS FROM CITIZENS

- Mr. Johnson noted that he did speak once at a Town Council meeting, but not on behalf of the Board, in regard for support of a park at Pleasant Valley.
- Mr. Thomas noted that he feels the FOI findings were off.
- Mr. Antipas noted that Mayor Franco’s comments about the Board’s finances being a mess was inappropriate.
- Mrs. Washington noted that when the audit was completed there was nothing out of line. Superintendent Austin agreed and stated that the district followed all directives given.
- Dr. Ackerman stated that she found Mayor Franco’s comments insulting.

V. STUDENT REPRESENTATIVE REPORT

NONE

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent & Assistant Superintendent Report

1. Grants Update (Attachment #1)

Mrs. Weigle gave an overview of the PowerPoint presentation of Grants.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

B. Reports and Information from the Staff

2. Director of Finance – Mrs. Parciak gave an overview of the General Fund Summary as of July 12, 2025. (Attachment #2)
3. Mrs. Parciak gave an overview of the healthcare report throughout the month of June 2025. (Attachment #3)
4. Director of Buildings and Grounds – Mr. Kilpatrick reported:
 - Facilities
 - o What is being done with the Maintenance Department.
 - o Today asbestos training was held.
 - o There are plans for walls to be built at Pleasant Valley Elementary School and in private spaces.

VII. COMMITTEE REPORTS

1. Policy – The Policy Committee met and forwarded policies for a first reading to the Board for approval. The next meeting will be on August 12, 2025.
2. Curriculum - There was no report.
3. Finance – Mr. Antipas stated that the Finance/Facilities Committee met on July 15, 2025, and they discussed the non-certified pay schedule; year-end Financial Report; reviewed purchased services; had a report on Facilities from Mr. Kilpatrick; and discussed a home for Robotics.
4. Athletic Fields – There was no report.
5. Trails – There was no report.
6. Library – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, Shulman: To approve the consent agenda.
PASSED - UNANIMOUSLY

B. Old Business

NONE

C. New Business

1. Discussion and possible action regarding a first reading policy P 5131.911 Connecticut School Climate (Attachment #4)

MOTION: White, Whitney; To approve policy P 5131.911 Connecticut School Climate as a first reading.

AYES (8) – Ackerman, Antipas, Johnson, Shulman, Thomas, Whitney, White,
Weitlauf

NAYS (1) – Antipas

MOTION PASSED

2. Discussion and possible action regarding a first reading of policy P 6163.33 Therapy Dog (Attachment #5)

MOTION: Shulman, Ackerman; To approve policy P 6163.33 Therapy Dog as a first reading.
MOTION WITHDRAWN

MOTION: Shulman; To amend the motion to authorize a one semester pilot of the Therapy Dog program at Groton Middle School and defer action on the policy itself until such time as we have information for the motion.
Motion was not seconded; MOTION WITHDRAWN

MOTION: Antipas, Shulman; To amend the motion to read, “To adopt a therapy dog pilot program to gain experience and information as a condition of considering and possibly adopting a therapy dog policy.”
MOTION WITHDRAWN

MOTION: Antipas, Shulman; To suspend the rules and add the pilot program as an agenda item.
MOTION WITHDRAWN

MOTION: Shulman, Antipas; To approve policy P 6163.33 Therapy Dog as a first reading with referral back to the Policy Committee to rectify the concerns raised by Board members.
AYES (8) – Ackerman, Antipas, Johnson, Shulman, Thomas, Washington,
Weitlauf, Whitney
NAYS (0)
ABSTENTIONS (1) – White
MOTION PASSED

3. Discussion and possible action regarding the Facilities Use Rate Schedule (Attachment #6)

MOTION: Washington, Shulman; To approve the Facilities Use Rate Schedule.

AYES (4) – Ackerman, Antipas, Washington, White

NAYS (5) – Johnson, Shulman, Thomas, Weitlauf, Whitney

MOTION FAILED

IX. INFORMATION AND PROPOSALS

Letters, communications, and comments by Board members on meeting items and any other items in their jurisdiction.

- Mike Whitney asked what schools will pay for lunches next school year.:
- Mrs. White noted that the Finance/Facilities Committee went to Mary Morrisson Elementary School for a site visit.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

B. Suggested Agenda Items

- Mrs. Washington noted that Mr. Koschmieder will be invited to a COW meeting. Mr. Thomas suggested that Mrs. Beyus should also be invited.
- Mrs. White suggested a Wit and Wisdom Staff Report.
- Mr. Johnson suggested a discussion of awarding be referred to the Curriculum Committee

XI. ADJOURNMENT

MOTION: Ackerman, Weitlauf; To adjourn at 9:27 p.m.
PASSED UNANIMOUSLY

Groton Public Schools Project Grants Update for BOE

SHANNON WEIGLE

JULY 2025



What are Project Grants?

- ▶ Competitive grants awarded to school districts to pilot or implement a new **project**, initiative, or program
- ▶ Different from formula grants (Title I, Impact Aid, etc.) - not to be used for operational costs
- ▶ Awarded by federal government, state government, private foundations, or corporations
- ▶ Range in award amount: \$500 - \$5 million
- ▶ Project time frame 1-5 years

GPS Project Grant Funders

Federal Govt

US DEPT OF ED (MSAP)

US DEPT OF DEFENSE (DODEA)

US DEPT OF AGRICULTURE

State Govt

CT DEPT OF EDUCATION

CT DEPT OF AGRICULTURE

CT DEPT OF EMERGENCY
SERVICES AND PROTECTION

PUBLIC UTILITIES AUTHORITY
REGULATION

CT OFFICE OF THE ARTS

Private Entities

KENDALL FOUNDATION

GROTON UTILITIES

ELECTRIC BOAT

CHELSEA GROTON BANK

GROTON EDUCATION
FOUNDATION

DALIO FOUNDATION / FUND
FOR TEACHERS

MOHEGAN TRIBE

Large grant-funded projects in progress

2022 DODEA WORLD LANGUAGE

Align World Language curriculum to ACTFL Standards.

Expand World Language program to elementary level.

2023 DODEA MAGNET SCHOOLS

Enhance Magnet Themes with community partnership at elementary schools.

2021 DODEA CAREER PATHWAYS

Develop K-12 Career Pathways Program, emphasis on the high school.

Partnerships with local industry, emphasis on Health Science, Engineering, and Manufacturing.

Ending in 2026

2024 DODEA IB

***NEW**

Enhance International Baccalaureate (IB) through professional development, includes stipends for IB support staff

Enhanced support services for elementary schools: three elementary level tutors

Exploration of Primary Years Program (PYP) for elementary schools



B-WET
20 YEARS AND GROWING

2019 Rising Waters: The Thames River Resilience Project - To engage students, teachers, and community members in Environmental Stewardship of the Thames River Basin.

2024 Sampling the Sound: Exploring New England Fisheries. This project will engage students and teachers in Groton and New London exploring perspectives, traditional and local knowledge of fisheries. *Partners include Mashantucket Pequot Museum, CT Seagrant, Groton Shellfish Commission, and Mystic Oysters.*

Outdoor
classrooms at CK,
CB and TRMS;
student programs
and PD for
teachers

Pending ---- DODEA 2025

Making Math Matter for College, Career, and Beyond!

- Award announcement mid-September
- New math curriculum and assessment tools, professional development, stipends for math support staff and three math tutors
- Support for STEM programming: middle school clubs on career pathways (STEM, health science, teaching, etc.) & field trips with Project Oceanology



Technology
Upgrades
PURA: \$12k - \$90k

YouTube

Search



Watchable by groton.k12.ct.us.

6-10-2025 Groton Middle School 8th Grade Promotion



Groton Public Scho...
1.47K subscribers

Subscribe

43

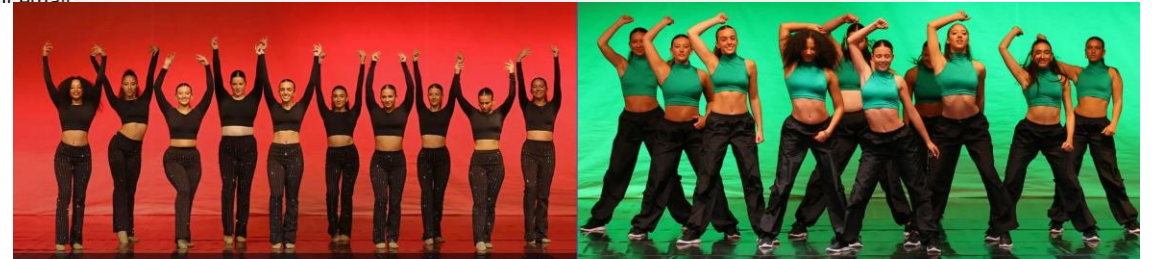


Share



2.1K views Streamed 1 month ago

Some copyrighted music may be blocked. To request the uncut version of any video, please reach out to our email:





Afterschool
Programs &
Summer Camps
21st CCLC: \$60k/yr; EB: \$5k

Farm to School Program

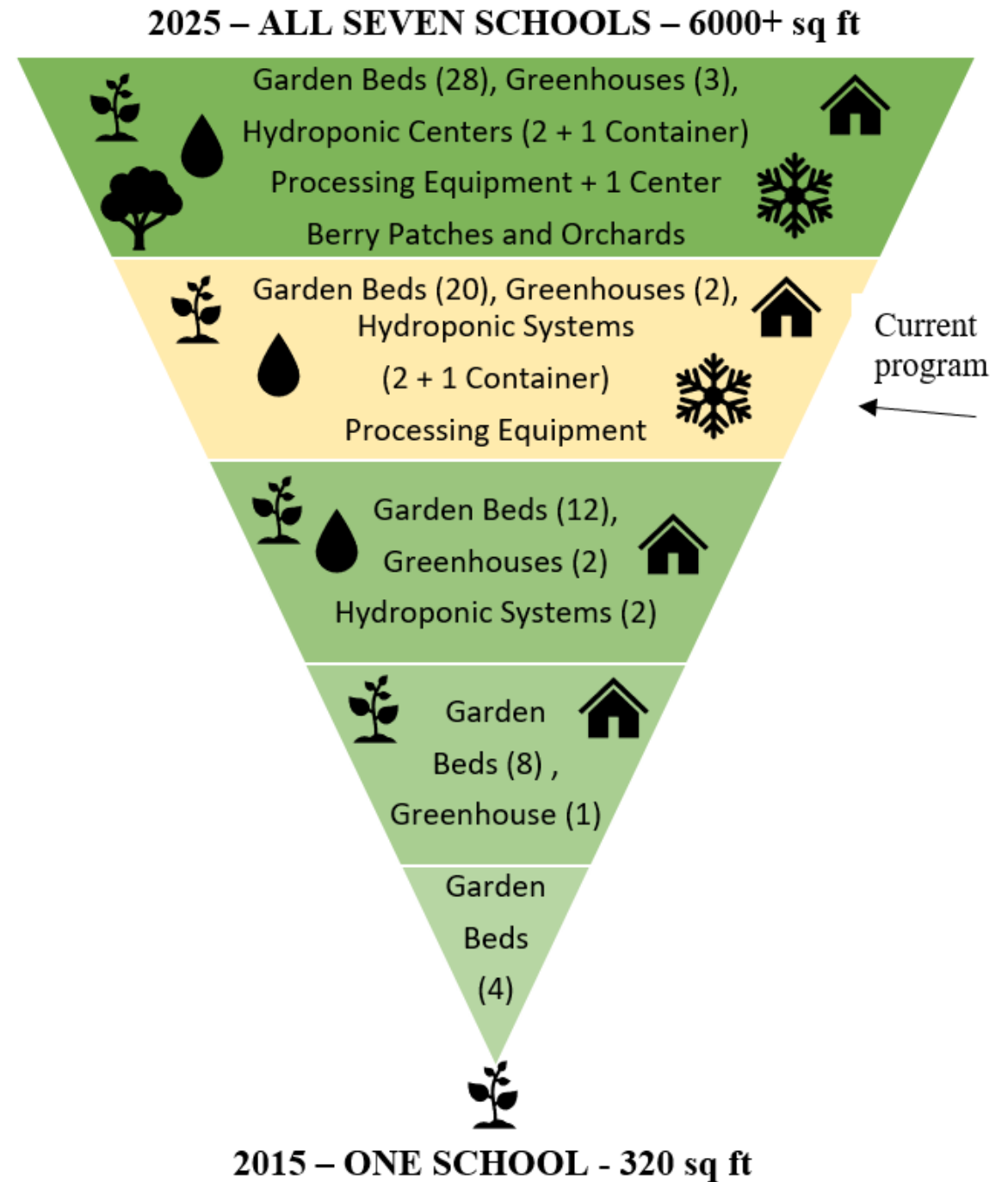
USDA (\$100k)

Kendall Foundation (\$100k)

CT Dept of Ag (\$5k)

NSLP Equipment (\$30k)

Food Corps (personnel)



Groton schools now growing lettuce in a shipping container 'farm'



By Kimberly Drelich
Day Staff Writer

The Day

Published: Mar 07, 2025 7:00 PM

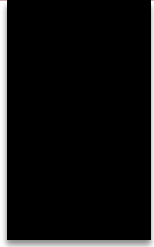
Updated: Mar 07, 2025 7:16 PM



ARP Programs



TBD



USDA Farm to School		CT DOAG; Kendall Foundation
US Dept of Ed 21st CCLC Program		CSDE; Chelsea Groton; Electric Boat
US Dept of Ed Magnet School Assistance Program		CT DECD; Groton Education Foundation

Grants Forecast –
Remain hopeful & optimistic (& realistic)

Focus on: Collaboration & Strengthening Partnerships

CEN Connect

With Town of Groton
Technology Department

\$200k to equip public spaces,
including areas around
Groton Public Library, Town
Hall and Branford Manor
Community Center

Second proposal for FHS and
GMS athletic fields

Nature Everywhere & Chelsea Groton

With Town of Groton Planning
Department and Groton
Open Space Association

\$2000 for elementary student
field trips to local preserves

Submitting \$50k application
for nature-inspired
playground equipment

Electric Boat

Secured CIP from Town of
Groton for FHS Machining Lab

Donations from EB for
scoreboard and for lab

GROTON PUBLIC SCHOOLS PROJECT GRANTS REPORT – June 2025

I. Federal and State Grants Awarded to Groton Public Schools Between July 1, 2024 – June 30, 2025		
Grant	Description	Award
Ag Enhancement (CT Dept of Ag)	Field trips to local farms.	\$5000
Chelsea Groton Bank	Field trips with GOSA to local nature preserves.	\$1925
Community Wi-Fi Round 1 (CEN)	Expansion of wi-fi to Branford Manor Community Center (via Town grant).	\$128,077
Every Child Art Experience (CT DECD)	Field trips to Garde Arts Center for NEA students.	\$2500
EdRising and Education Workforce (CSDE)	To support EdRising program at FHS.	\$11,000
Fund for Teachers	Six teachers awarded summer fellowships to study various topics in Europe (deaf communities), US National Parks (recreational access for students with special needs), and Tahiti (marine biology and environmental advocacy).	\$30,000
Groton Education Foundation	Flock Theater programming and professional development for NEA and canine emotional support program for students at GMS.	\$10,000
Military Connected Academic and Support Program (DoDEA)	To enhance and expand GPS's International Baccalaureate program.	\$1.25M (five years)
PEGPETIA	Expand digital production capabilities.	\$12,000



II. Submitted Grant Applications (Award Announcements Pending)		
Grant	Description	Award
Afterschool Grant Program (CSDE)	To establish Afterschool Center at FHS.	\$200,000 (two year)
State Bond Program (State of CT)	To renovate culinary classrooms.	\$800,000
Community Wi-Fi Round 2 (CEN)	Expansion of wi-fi to athletic fields.	\$131,565
Clean School Bus (EPA)	To purchase three new electric school buses.	\$365,000
COPS Hiring Program (CT DOJ)	To hire two School Resource Officers for elementary	\$375,000 (three year)

Military Connected Academic and Support Program (DoDEA)	To add new targeted math interventions, including curriculum and assessment tools, and opportunities for students to explore career pathways.	\$1.25M
State and Local Security Grant Program (DESPP)	To purchase and install new cybersecurity equipment and software.	\$191,030

III. Upcoming Grant Applications		
Grant	Description	Award and Due Date
Groton Education Foundation	To support new school-based initiatives.	Up to \$5,000 (October 2025)

Kendall Foundation	To replace worn equipment and expand Farm to School gardens at each school.	\$100,000 (November 2025)
Nature Everywhere	To enhance GPS school playgrounds with nature-inspired equipment.	\$50,000 (July 2025)
Smart Start (responded to inquiry from OEC)	To convert Mary Morrison into Early Childhood Center.	\$800,000 (capital funds); \$1M (operational costs – two years)



IV. Grant Funded Projects in Progress		
Grant	Description	Award
21 st CCLC (CSDE)	For new afterschool program at GMS to engage uninvolved students with an emphasis on teamwork and leadership.	\$59,986/year (July 2021 - June 2026)
ARP Mental Health Specialist (CSDE Bureau of Nutrition)	To extend the Early Childhood School Social Worker position for two years. Professional development for staff who work with students ages 3-6.	\$228,872 (July 2023 – June 2026)

ARP Mental Health Specialist (CSDE Bureau of Nutrition)	To extend the Early Childhood School Social Worker position for two years. Professional development for staff who work with students ages 3-6.	\$228,872 (July 2023 – June 2026)
ARP Right to Read (CSDE)	To purchase supplies and provide professional development to teachers around the new GPS K-3 Literacy Plan.	\$191,000 (Nov 2022 – Dec 2025)
ARP Stronger Connections (CSDE)	For Social Worker and Community Coordinators and to expand restorative justice programming.	\$147,744 (ends May 2026)
ARP Summer Mental Health Support (CSDE Bureau of Nutrition)	For additional Social Workers / School Psychologists to support the ESY and FHS summer school programs.	\$46,801 (July 2023 – June 2026)
CT Grown for CT Kids Grant (CT Dept of Ag)	To design and install a hydroponics shipping container system for the Food Services Dept and Farm to School Program.	\$250,000 (ends May 31, 2026)
Military Connected Academic and Support Program (DoDEA)	To develop a K-12 Career Pathway Program with a focus on health science.	\$750,000 (ends May 2026)
Military Connected Academic and Support Program (DoDEA)	To enhance elementary magnet themed programming and incorporate culturally responsive teaching practices into the K-12 curriculum.	\$1.25M (ends May 2028)
World Language Advancement and Readiness Program (DoDEA)	Professional development for all world language teachers to align to ACTFL standards and to expand the WL program to the elementary level.	\$1M (June 2027)
MMSGP (DESPP)	To add <u>Mutualink</u> service at TRMS, FHS, and CO. The 2023 CIP awarded to GPS in the amount of \$150,000 will be used to provide matching funds for this project and supply the remaining schools with the <u>Mutualink</u> service.	\$64,873 (ends December 2025)
Nature Everywhere	To draft an equitable Open Space Access Plan for Groton students and families, in partnership with the Town of Groton and the Groton Open Space Association.	\$10,000 (ending soon)



Groton Public Schools Project Grants Update for BOE

SHANNON WEIGLE

JULY 2025



EXPENDITURE SUMMARY 07-12-25

GROTON PUBLIC SCHOOLS FY25 GENERAL FUND SUMMARY AS OF 07-12-25

CATEGORY NAME	FY25 BUDGET	FY25 YTD EXPENSES AS OF 07-12-25	FY25 YTD ENCUMBRANCES OUTSTANDING AS OF 07-12-25	AVAILABLE BALANCE AS OF 07-12-25	% AVAILABLE
Salaries	\$ 53,994,462.00	\$ 48,361,782.65	\$ 5,361,600.53	\$ 271,078.82	0.50%
Benefits	\$ 13,413,020.00	\$ 11,510,094.85	\$ 910,028.64	\$ 992,896.51	7.40%
Purchased Services	\$ 2,072,326.00	\$ 2,084,866.84	\$ 265,879.04	\$ (278,419.88)	-13.44%
Property Services	\$ 906,174.00	\$ 1,214,600.38	\$ 128,780.88	\$ (437,207.26)	-48.25%
Trans, Ins, Comm, Tuition	\$ 12,806,411.00	\$ 12,466,772.93	\$ 474,583.90	\$ (134,945.83)	-1.05%
Supplies	\$ 4,608,032.00	\$ 4,638,554.71	\$ 384,290.90	\$ (414,813.61)	-9.00%
Equipment	\$ 74,050.00	\$ 36,002.73	\$ 1,295.00	\$ 36,752.27	49.63%
Dues & Fees	\$ 84,009.00	\$ 86,706.11	\$ 1,092.00	\$ (3,789.11)	-4.51%
Grand Total	\$ 87,958,484.00	\$ 80,399,381.20	\$ 7,527,550.89	\$ 31,551.91	0.04%



Groton Town and Board of Education

MDG Underwriting Monthly Update – Data through June 2025

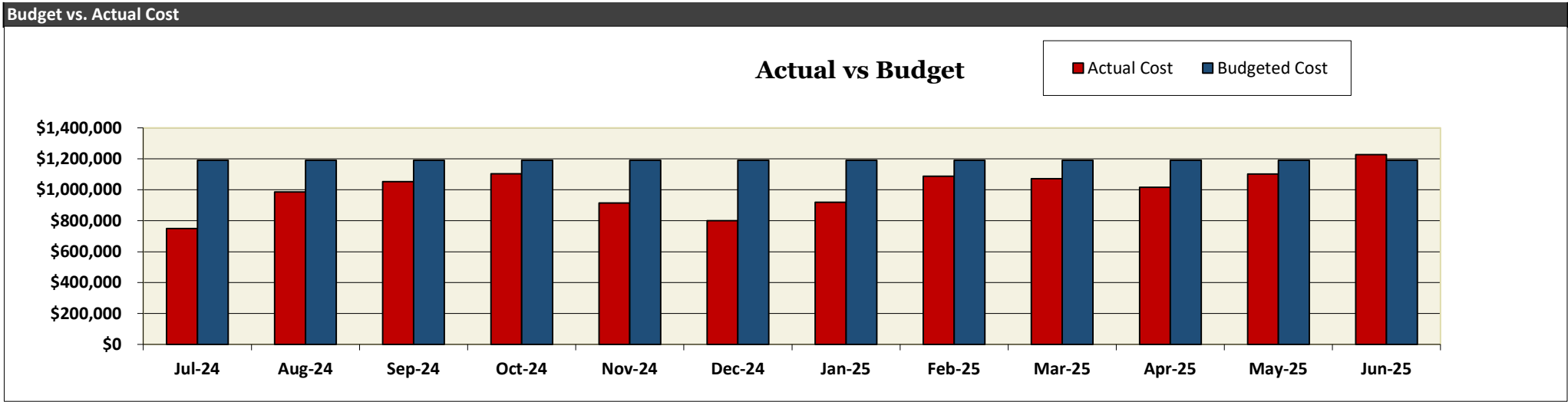
Total cost for the month for the Town ran at 89.1% of budget and BOE ran at 103% of Anthem's expected. Overall, the combined group ran at 98% of total expected costs in June. Here are some trends for the current 12-month period versus the prior 12-month period:

- Total enrollment has decreased -3% from the prior period
- Day to day claims under \$50,000 decreased -6% for the Town and decreased -1% for the BOE
- Claims between \$50,000-\$200,000 increased by 5% for the Town and decreased by -9% for the BOE
- Total Medical and RX claims per employee per month excluding claims over \$200,000 increased by 3% for the Town and decreased by -2% for the BOE
- The Town has 5 large claims over \$200,000 and BOE has 2 large claims over \$200,000

There are 7 large claimants over \$200,000 in the most recent 12 months compared to 11 large claimants in the prior 12-month period. The amount paid for large claims has decreased -45% compared to the prior period. The amount paid for large claims over \$200,000 decreased by \$21,959 between May and June. Claims paid between \$50,000 - \$200,000 decreased by -3% with 81 claims in the current period vs. 76 claims in the prior period. Net medical claims per employee per month excluding large claims have decreased by -0.4% over the prior period.

Total costs for the plan year paid through June ran 84.8% of expected which is favorable by \$3,388,057.

Self Insured - All Coverages										
All Enrollees										
Claim/Admin. Cost										
Date	Lives	Net Medical Paid		Dental Paid	Total Net Paid	Total Fixed Costs	Total Cost	Anthem Renewal	Variance - Total	Actual/Estimated
		Claims	Rx Paid Claims	Claims	Claims			Monthly	Cost vs BOE	BOE Anthem
Jul-24	485	\$437,191	\$165,771	\$25,649	\$628,611	\$121,513	\$750,124	\$1,190,025	(\$439,900)	63.0%
Aug-24	479	\$628,173	\$199,969	\$37,504	\$865,646	\$120,176	\$985,822	\$1,190,025	(\$204,203)	82.8%
Sep-24	479	\$699,914	\$208,455	\$23,973	\$932,342	\$120,176	\$1,052,518	\$1,190,025	(\$137,507)	88.4%
Oct-24	479	\$618,088	\$341,685	\$23,181	\$982,954	\$120,176	\$1,103,130	\$1,190,025	(\$86,895)	92.7%
Nov-24	479	\$624,711	\$150,680	\$18,659	\$794,051	\$120,176	\$914,226	\$1,190,025	(\$275,798)	76.8%
Dec-24	478	\$414,776	\$245,336	\$19,299	\$679,412	\$119,953	\$799,364	\$1,190,025	(\$390,660)	67.2%
Jan-25	478	\$517,252	\$254,228	\$27,768	\$799,247	\$119,953	\$919,200	\$1,190,025	(\$270,825)	77.2%
Feb-25	480	\$740,679	\$202,160	\$23,869	\$966,708	\$120,399	\$1,087,107	\$1,190,025	(\$102,918)	91.4%
Mar-25	479	\$701,818	\$224,207	\$25,426	\$951,450	\$120,176	\$1,071,626	\$1,190,025	(\$118,399)	90.1%
Apr-25	476	\$630,242	\$242,746	\$24,345	\$897,333	\$119,507	\$1,016,840	\$1,190,025	(\$173,185)	85.4%
May-25	478	\$729,668	\$230,669	\$22,518	\$982,854	\$119,953	\$1,102,807	\$1,190,025	(\$87,218)	92.7%
Jun-25	472	\$870,042	\$216,334	\$20,961	\$1,107,336	\$118,615	\$1,225,952	\$1,190,025	\$35,927	103.0%
YTD	5742	\$7,612,554	\$2,682,239	\$293,151	\$10,587,944	\$1,440,770	\$12,028,714	\$14,280,296	(\$2,251,582)	84.2%
PEPY		\$15,909	\$5,606	\$613	\$22,127	\$3,011	\$25,138			



Total fixed costs is taken from segmented Anthem Renewal dated 4/10/24 plus Network Access Fees of \$160,730

*BOE monthly renewal based on non-weighted Anthem segmented renewal dated 4/10/24

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board of Education (Board) recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Funding

The District shall allocate funding to satisfy the requirements of this policy for all schools in the District. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall use allocated resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The District community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The District community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.

Connecticut School Climate Policy – cont.

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Bullying

~~Hazing, bullying, menacing and abuse of students, in any form or format, is not acceptable behavior and is prohibited in the Groton Public Schools.~~

~~Any student in the Groton school district who engages in a repeated act against another student in the district that causes physical or emotional harm to a student or such student's property, places a student in reasonable fear of harm to himself or herself or of damage to his or her property, creates a hostile environment at school for such students, infringes on the rights of such student at school, or substantially disrupts the educational process shall be subject to appropriate disciplinary action.~~

~~Bullying is prohibited on school grounds, at any 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 the local or regional board of education.~~

~~Bullying occurring outside of the school setting is also prohibited and will not be tolerated if such bullying creates a hostile environment at school for the targeted student, infringes on the targeted student's rights at school, or substantially disrupts the educational process or the orderly operation of school.~~

~~Appropriate disciplinary action in response to bullying may include suspension or expulsion. In addition, it is the policy of the Groton Board of Education that school principals or a principal's designee will notify the appropriate law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.~~

DEFINITIONS:

~~Bullying is defined as the repeated use by one or more students of a written, oral 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:~~

- ~~a. Causes physical or emotional harm to such student or damage to such student's property;~~
- ~~b. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;~~

GROTON BOARD OF EDUCATION GROTON, CONNECTICUT

POLICY

P 5131.911

Students

~~Bullying—cont.~~

- ~~c. Creates a hostile environment at school for such student,~~
- ~~d. Infringes on the rights of such student at school, or~~
- ~~e. Substantially disrupts the education process or the orderly operation of a school.~~

~~Bullying shall include, but is not limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

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

- ~~1. Physical violence and attacks;~~
- ~~2. Taunts, name calling or put downs or discriminatory slurs;~~
- ~~3. Targeting of a student based upon that person's actual or perceived "differentiating characteristics" such as race, religion, sex, sexual orientation, gender identity or expression, religion, national or ethnic background, disability, physical appearance, socioeconomic status, or a student's association with a person or group who has or is perceived to have one or more of such characteristics;~~
- ~~4. Threats and intimidation;~~
- ~~5. Extortion or stealing of money and possessions;~~
- ~~6. Cyber bullying.~~

~~Cyber bullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

~~OTHER APPLICABLE DEFINITIONS:~~

~~“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, include, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.~~

**GROTON BOARD OF EDUCATION
GROTON, CONNECTICUT**

POLICY

P 5131.911

Students

~~Bullying—cont.~~

~~“Electronic communication” means any transfer of sign, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.~~

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

~~“Outside of the school setting” means a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by a local or regional board of education.~~

~~“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school, or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.~~

~~“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.~~

~~“Gender identity or expression” means a person’s gender related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.~~

~~REPORTING AND RESPONDING TO BULLYING:~~

~~The Board expects prompt and reasonable investigation and response to alleged acts of bullying. Reports of alleged acts of bullying will be addressed and responded to according to this policy and in accordance~~

~~with Groton Public School's Safe School Climate Plan and Bullying Prevention and Intervention Program.~~

~~Discrimination and retaliation are prohibited against an individual who reports or assists in the investigation of an act of bullying.~~

~~Immunity will be granted against damage claims in accordance with state law to the Board, and school employees acting within the scope of their duties, students, parents and others who, in good faith, report, investigate, or respond to bullying in accordance with the Groton Public Schools Safe School Climate Plan. The immunity does not extend to gross, wanton, reckless, or willful misconduct.~~

REGULATIONS:

~~The Superintendent of the Groton Public Schools will develop regulations to aid in the implementation of this policy. Such regulations shall be designed to improve overall school climate and to address the existence of bullying in the Groton Public Schools and shall provide for a Safe School Climate Plan and a Bullying Prevention and Intervention Program as required by law.~~

Legal Reference: Connecticut General Statutes
10-222d Policy on bullying behavior, as amended by Public Act 11-232.
10-222g Prevention and intervention strategy re bullying as amended by Public Act 11-232.
10-222h Analysis of bullying policies.

Policy Adopted: December 12, 2011

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Students

Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **"School environment"** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board of Education (Board), and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

8. "**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "**School climate improvement plan**" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. "**Restorative practices**" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. "**School climate survey**" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. "**Connecticut school climate policy**" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. "**School employee**" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with Groton Public Schools.

16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school and the community in which it is located, including, but not limited to, students and their families, members of the Board, volunteers and school employees.
17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and

- e. sustainability of school climate and restorative improvement efforts.

G. Fostering adult learning in teams and/or professional learning communities to build capacity

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent or designee shall serve as the school climate coordinator for the District.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the District student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator. The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any

recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, training shall be provided to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to

	each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Regulation Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Challenging Behavior Reporting Form

Instructions

This form is for students, parents or guardians of students enrolled in the school, and school employees to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee who completed this form will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school days after an assessment has been completed.

Name: First _____ Last _____ or check here for any student who would like to submit anonymously.

I am a: Student , Parent and/or Guardian , or School Employee

Name of school: _____

Email: _____ Phone Number: _____ Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- On school property
- At a school-sponsored activity or off school property
- Electronic communication, internet, and social media
- On a school bus
- On the way to/from school
- Outside of school
- Other

Approximate date of incident (if known): _____

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- Teasing, name-calling, intimidating, or threatening, in person or through electronic communication
- Spreading rumors or gossip
- Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression
- Making intimidating, and/or threatening gestures or remarks
- Getting another person to do any of the behaviors listed above
- Unwanted contact of a sexual nature (verbal, non- verbal, physical)
- Other (Specify) _____

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

For classroom teacher use only:

Are you requesting a behavior intervention meeting with the crisis intervention team?

- Yes
- No

For school climate specialist use only:

Signature of receipt by school climate specialist: _____

Date received by school climate specialist: _____

cc: Principal

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Incident of Challenging Behavior

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, the Groton Public Schools is notifying you that **[Student's name]** engaged in challenging behavior that *[select applicable option from below and modify as needed]*:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student's name]**'s behavior has caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student's name]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's name]**.

[Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** was involved in an incident of challenging behavior that *[select applicable option from below and modify as needed]*:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

The District is responding to the incident as required under state law and my office will follow-up as needed. State and federal law prohibit the disclosure of specific disciplinary or responsive action taken with respect to any student(s). If you have questions or would like to further discuss this incident, please contact my office to schedule an appointment. **[If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident and your Student's involvement].**

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Subsequent Incident of Challenging Behavior
[For Student Engaging in Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** engaged again this school year in challenging behavior that *[select applicable option from below and modify as needed]*:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student's name]**'s behavior caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student's name]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's name]**.

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Subsequent Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that [Student's name] was involved in an incident of challenging behavior that [*select applicable option from below and modify as needed*]:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

The District is responding to the incident as required under state law and my office will follow-up as needed. State and federal law prohibit the disclosure of specific disciplinary or responsive action taken with respect to any student(s). I would like to schedule a meeting to discuss this incident, in addition to the specific interventions and supports that may be applicable. Please contact my office to schedule an appointment, [*If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident and your Student's involvement*].

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Incident of Challenging Behavior

[For Student Engaging in Challenging Behavior – Multiple Incidences/Severe Harm Incident]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** engaged in challenging behavior that *[select applicable option from below and modify as needed]:*

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student Name]**'s behavior caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student Name's]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's Name]**.

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

In the meantime, please be aware that there are a variety of community resources available to you including but not limited to:

- 2-1-1 Infoline program
- Children and Family Agency of Southeastern CT
 - o Urgent Crisis Center, 255 Hempstead Street, New London, CT 06320, 860-437-4550
 - o Outpatient Mental Health Services, 591 Poquonnock Road, Groton, 860-437-4550

- School-Based Health Centers located at FHS, GMS, MRMS, TRMS, NEA, CKMS
- Groton Youth and family Services, 45 Fort Hill Road, Groton, 860-441-6760
- State of Connecticut's Behavioral Health Partnership, www.ctbhp.com
- Mobile Crisis Intervention, Dial 2-1-1, Press 1 and 1 again

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior
Subsequent Incident/Multiple Incidences/Severe Harm Incident]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** was involved in an incident of challenging behavior that **[select applicable option from below and modify as needed]:**

- [required temporarily clearing [Student Name's] classroom]**
- [required removing a majority of students to reduce likelihood of injury]**
- [indicated a credible intention to cause bodily harm to self and/or others]**
- [resulted in an injury to self and/or others that required medical attention beyond first aid]**
- [resulted in injuries to self and/or others on more than one occasion].**

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

In the meantime, please be aware that there are a variety of community resources available to you including but not limited to:

- 2-1-1 Infoline program
- Children and Family Agency of Southeastern CT
 - o Urgent Crisis Center, 255 Hempstead Street, New London, CT 06320, 860-437-4550
 - o Outpatient Mental Health Services, 591 Poquonnock Road, Groton, 860-437-4550
 - o School-Based Health Centers located at FHS, GMS, MRMS, TRMS, NEA, CKMS
- Groton Youth and family Services, 45 Fort Hill Road, Groton, 860-441-6760
- State of Connecticut's Behavioral Health Partnership, www.ctbhp.com
- Mobile Crisis Intervention, Dial 2-1-1, Press 1 and 1 again

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Challenging Behavior Investigation Form

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" within 3 school days after an assessment is completed.

Date "Challenging Behavior Reporting Form" Received: _____

Today's Date: _____

Name of School: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported: _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

- Was this investigated as bullying? YES NO
- Was this a verified act of bullying? YES NO
- Was this investigated as cyberbullying? YES NO
- Was this a verified act of cyberbullying? YES NO
- Was this investigated as teen dating violence? YES NO
- Was this verified teen dating violence? YES or NO
- Was this investigated as an assault? YES NO
- Was this a verified assault? YES or NO
- Was this investigated as an act of physical violence? YES NO
- Was this a verified act of physical violence? YES or NO
- Was this investigated as a protected class violation/harassment? YES NO
- Was this a verified protected class violation/harassment? YES NO
- Was this a verified act of challenging behavior not listed above? YES NO
- Was this investigated as a Title IX violation? YES NO
- Was this a verified Title IX violation? YES or NO

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____ Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

cc: Principal



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Response Process(es) Notification Form for a Report of Challenging Behavior

The school climate specialist will complete and submit this form within 3 school days **after an assessment has been completed** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

[Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- **utilization of restorative practices;**
- **the completion of a school-based threat assessment;**
- **safety plan for student(s) involved in the instance of alleged challenging behavior;**
- **student support services;]**

Signature or E-signature of school climate specialist: _____

Name of School: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School based threat assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

cc: Principal

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Request for Behavior Intervention Meeting

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, please be advised that a behavior intervention meeting with the school's crisis intervention team has been requested due to **[Student name]**'s behavior dated **[Month, Day, Year]**.

The crisis intervention team will meet on **[insert meeting date]** to identify resources and supports to address **[Student name]**'s social, emotional, and instructional needs.

Within 7 school days after the behavior intervention meeting, you will receive a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student name]**.

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

Notice of Summary of Behavior Intervention Meeting

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, please be advised that a behavior intervention meeting with the school's crisis intervention team was conducted on **[insert meeting date]** due to **[Student name]**'s behavior dated **[Month, Day, Year]**.

At the behavior intervention meeting, the crisis intervention team identified the following resources and supports to address **[Student name]**'s social, emotional, and instructional needs:

[Describe the resources and supports identified by the team. Responses may include:

- **utilization of restorative practices;**
- **the completion of a school-based threat assessment**
- **safety Plan for student(s) involved in the instance of alleged challenging behavior;**
- **student support services;]**

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)

Instruction

Live Animals in the Classroom

Therapy Dogs

The Board of Education (Board) supports teachers or other qualified school personnel ("Owner/Handler") to partner with a therapy dog for the benefit of its students subject to the conditions of this policy.

Definitions

Therapy Dog: Therapy dogs are individually trained, and are *registered* as a therapy dog team with their handler, to provide appropriate interaction within the school community. Therapy dogs have been trained to provide emotional support that positively impacts reading skills, emotional functioning, and communication skills. Therapy dogs are not “service animals” as that term is used in the American with Disabilities Act. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the teacher or employee and are not owned by the school district.

Owner/Handler: The individual who owns the dog and is responsible for caring and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. The District is not obligated to supervise or otherwise care for a therapy dog.

Therapy Dog Standards and Procedures. The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy dog to school must submit a written request to a principal or the Superintendent. The request must be renewed each school year or whenever working with a different therapy dog.

Training and Certification. Owner must submit the American Kennel Club’s Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times. Therapy dogs must also be registered with an organization that requires an evaluation of the therapy dog and handler. (example Pet Partners)

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog’s current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the teacher or school employee through the use of a leash, collar or harness or other tether unless the use of a leash or other tether would interfere with the therapy dog’s safe, effective performance of its work or tasks. However, the therapy dog must be under the owner’s control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

Therapy Dog Standards and Procedures – cont.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior. The handler will mitigate any distracting behaviors.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Dogs. The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Area(s). The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

Owner/Handler Responsibilities

The therapy dog's owner, who must be an employee of the District, is responsible for the handling of the therapy dog. Therapy dogs are not the property of the District. The owner, as the therapy dog's handler, must adhere to the following requirements:

1. The District requires that a therapy dog be under the control of the Owner/Handler at all times. The District requires that a therapy dog shall have and use a harness or collar, leash, or other tether at all times.
2. The Owner/Handler must abide by current city/town, county and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the Owner's/Handler's responsibility to know and understand these ordinances, laws and regulations. The District has the right to require documentation of compliance with such ordinances, laws and/or regulations, which may include a vaccination certificate.
3. The Owner/Handler is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner. The Owner/Handler must always carry sufficient equipment to clean up the animal's waste.
4. The Owner/Handler agrees to abide by all equally applicable District policies such as assuring that the animal does not unduly interfere with the routine activities of the District.
5. The District's personnel shall not be required to provide care or food for any therapy dog including, but not limited to, removing the animal during emergency evacuation for such events as a fire alarm.
6. The Owner/Handler must possess proper insurance that provides liability coverage for the therapy dog while on school property.

Owner/Handler Responsibilities – cont.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

1. The therapy dog does not possess the required training/certification for performing therapy dog duties;
2. The therapy dog's presence results in a fundamental alteration of a district program, service or activity;
3. A Handler does not have control of the therapy dog;
4. The therapy dog is not housebroken;
5. The Owner/Handler does not comply with the Owner/Handler's responsibilities set forth above;
or
6. The therapy dog presents a direct and immediate threat to others in the school.

The Owner/Handler shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner/Handler of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner/Handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog while on school property.

Parent Notice. The Superintendent or his/her designee shall ensure that parents are notified in writing prior to the therapy dog being permitted to enter a District building. Such notice may be electronic.

Therapy Dog in Training. This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

Legal References: Connecticut General Statutes

 10-221 Boards of education to prescribe rules, policies and procedures.

 46a-42 Mobility impaired person.

 46a-44 through 46a-64 Public accommodations and transportation, admittance to.
(Access of guide and assistance dogs to modes of public transportation and in places of public accommodation.)

 Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.

 American Disability Act 42 U.S. C12101 *et seq.*, 28 C.F.R. pt. 35.

 Individuals with Disabilities Act, 20 U.S.C. 1400 *et seq.*

Owner/Handler Responsibilities – cont.

Legal References-cont.:

28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

R 6163.33

Therapy Dog Request Form

Name of Owner: _____

Mailing Address: _____

Contact Number: _____

Therapy Dog Breed: _____ Age: _____ Weight: _____ Color: _____

Please provide a brief description of the services or functions the Therapy Dog will be providing:

School(s) visiting: _____

Day(s) of visiting: _____

By signing below, I am affirming that I have read and understand the _____ School District's Therapy Dogs policy. I will abide by the terms of this policy. I understand my Therapy Dog may be excluded from a District building or District property if any of the following occur, including, but not limited to:

1. The Therapy Dog does not possess the required training/certification for performing therapy dog duties;
2. If any student or school employee assigned to a classroom in which a Therapy Dog is permitted suffers an allergic reaction to the Therapy Dog;
3. The Owner/Handler does not have control of the Therapy Dog;
4. The Therapy Dog is not housebroken;
5. The Therapy Dog presents a direct and immediate threat to others in the district building or on school property; or
6. The Therapy Dog's presence otherwise interferes with the educational process.

I understand I am responsible for any and all damage to district property or personal property, and any injuries caused by my Therapy Dog. I also understand that the district is not responsible for any costs related to my Therapy Dog. I agree to indemnify, defend, and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Therapy Dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my Therapy Dog;
3. Documentation from an accredited agency pertaining to my Therapy Dog's training; and
4. Proof of insurance.

Once approved, proof of notice to parents/guardians of school/class where the Therapy Dog will be is required to be submitted prior to entering the building.

Therapy Dog Owner Signature

Date

Superintendent Signature

Date



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

R 6163.33

Letter to The School Community

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the Therapy Dog in the school, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

pc: Superintendent of Schools



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

R 6163.33

Letter to The Families of Children in the Class(es)

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school assisting our students, and the Therapy Dog will be present in your child's class.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog) please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

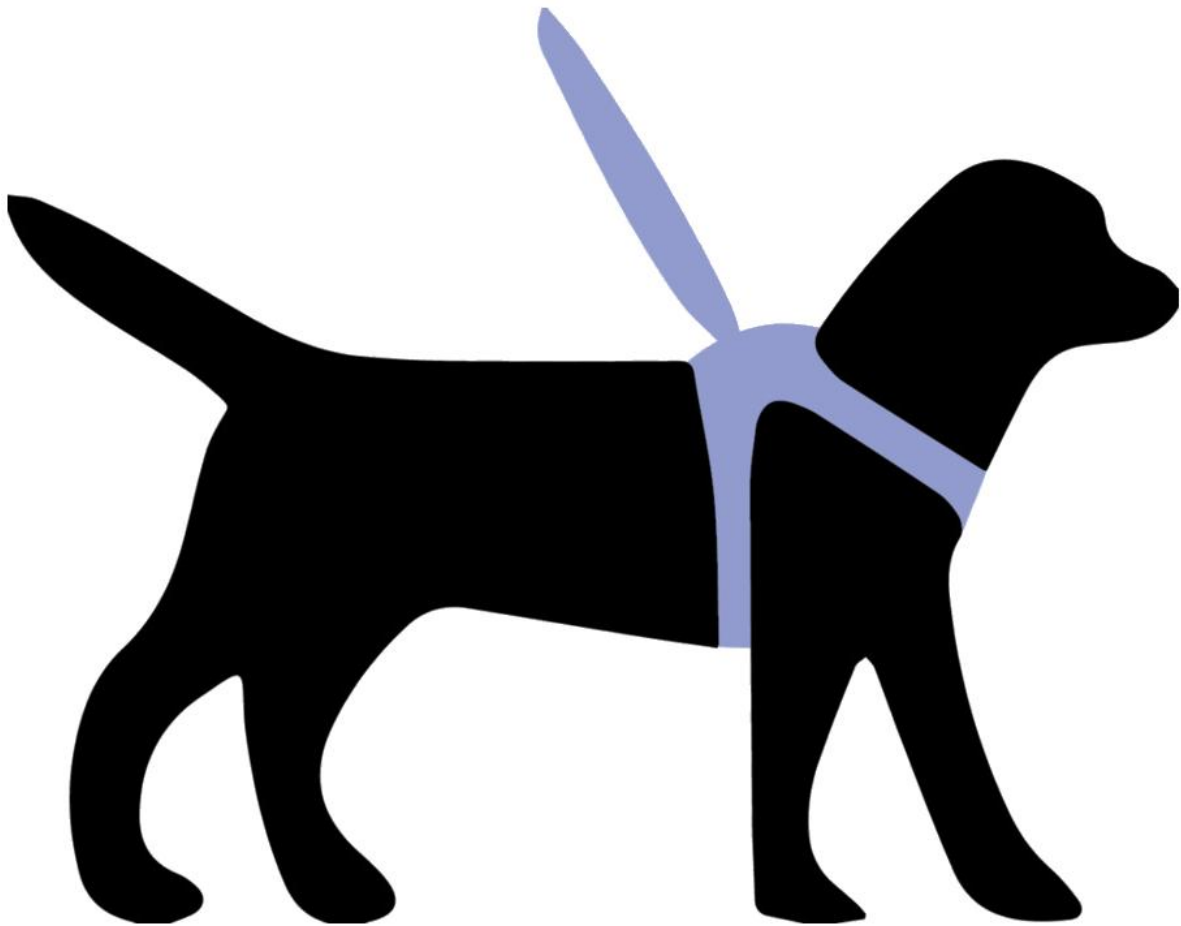
Principal

pc: Superintendent of Schools

SAMPLE SIGN TO BE POSTED ON EACH ENTRY DOOR TO THE SCHOOL

NOTICE:

**There is a working
THERAPY DOG
in this school today**



R 1330
Appendix A

Groton Public Schools
Building and Grounds Rental Rate Schedule

	Proposed Rate
Custodial (per custodian)	\$75/hr
Technician Staff	\$75/\$100hr (weekend/holiday) 2 hr min.
Police Officer (4-hour minimum)	\$75/hr
Security Staff	\$75/hr
Kitchen Staff	\$50/\$75weekend/holiday

Fee Schedule

Location	Proposed day rate
High School Auditorium	\$1,000
High School Cafeteria	\$1,000
High School Lobby (Main Street)	\$400
High School Gym (Large)	\$1,000
High School Gym (Small)	\$300
High School Football Field/Track	\$1,000
High School Football Field/Track Press Box	\$500
High School Baseball Field	\$1,000
High School Baseball Field Press Box	\$500
High School Tennis Courts	\$1,000
High School Parking Lot	\$400
High School Classroom	\$100
Middle School Cafeteria	\$1,000
Middle School Gym	\$1,000
Middle School Turf Field	\$5,000/up to 8 hours \$500/hr after 8 hours
Middle School Dance Studio	\$500
Blackbox Studio	\$500
Fitness Center	\$500
Elementary School Cafeteria	\$1,000
Elementary School Gym	\$1,000
Elementary Athletic Fields (softball, baseball)	\$1,000
Kitchen	\$500
Other Athletic Fields	\$1,000
Other Parking Lots	\$400

Fee schedule approved by Groton Public School on:

Revised:

Revised:

October 5, 2015

January 22, 2018