Glenville School Handbook
2026-2027



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gps Greenwich PUBLIC SCHOOLS

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Greenwich Public Schools
Havemeyer Building
290 Greenwich Avenue
Greenwich, Connecticut 06830
(203) 625-7400

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While some GPS policies and procedures are referred to throughout this handbook, a complete and updated list of all policies and regulations can be found at the GPS eGovernance Website.

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.”

Non-Discrimination and Equity Statement

The Greenwich Public Schools do not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability or age in its programs and activities.

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 Regulations for the Greenwich School District. The handbook does not provide all of the policies or regulations. 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 Regulations please go to GPS eGovernance website. 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 once or twice a month 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: GPS eGovernance website.

The Board consists of four Republicans and four Democrats, who are elected 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 (203- 625-7426) and/or through the GPS website.

Principal's Letter

Dear Glenville Families,

It is my pleasure to officially welcome you to the 2026–2027 school year! I am honored to continue serving as your proud principal and look forward to another exciting and successful year of learning, growth, and collaboration.

At Glenville, we remain committed to providing a caring, nurturing, and engaging learning environment where we foster students' curiosity and inspire a lifelong love of learning. We are fortunate to have an exceptional team of educators who are deeply dedicated to supporting every child—not only academically, but also by prioritizing students' social-emotional well-being and ensuring each student feels valued, connected, and successful.

Throughout the summer, Greenwich Public Schools and the Glenville team have been preparing for the return of our students, and we eagerly await welcoming everyone back. Together with our families and staff, we are committed to providing a safe, healthy, inclusive, and academically rigorous learning experience for all students. This year, we will continue to focus on student engagement and achievement through acceleration, remediation, reteaching, and differentiated instruction. Our teachers will engage in the close analysis of student work and assessment data to inform instructional decisions, carefully monitor student growth, and implement targeted supports that accelerate learning for every student.

Equally important, we remain committed to fostering strong relationships with our students, families, and the Glenville community. By working together and maintaining open communication, we will continue to cultivate a positive school climate where every child feels supported, connected, and empowered to thrive.

I look forward to our continued partnership as we support our students together. On behalf of the entire Glenville community, I wish you and your family a healthy, happy, and successful school year.

Sincerely,

Klara Monaco
Principal

Central Office Staff Directory

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

Central Administration

Superintendent of Schools	Dr. Toni Jones	(203) 625-7425
Chief Officer of Curriculum & Leadership K-12	Mr. Marc D'Amico	(203) 625-7463
Assistant Chief Officer of Curriculum & Leadership, K-12	Ms. Tara Fogel	(203) 625-7421
Chief Financial & Administrative Officer	Mr. Ben Branyan	(203) 625-7471
Chief Officer of Special Education & Student Supports	Dr. Stacey Heiligenthaler	(203) 625-7466
Chief Human Resources Officer	Dr. Jonathan Budd	(203) 625-7405
Director of Human Resources & Recruiting	Mr. Matthew Salvestrini	(203) 625-7461
Director of Communications	Mr. Jonathan Supranowitz	(203) 625-7415
Chief Technology Officer	Mr. Michael Ting	(203) 625-7442
Educational Data & Systems Program Coordinator	Mr. Scott Trungadi	(203) 625-7431

Business & Operations

Director of Finance	Mr. Patrick Lai	(203) 625-7480
Accounting Coordinator	Ms. Jaime Powers	(203) 625-7438
Director of Facilities	TBD	(203) 625-7450
Director of Food Services	Ms. Martha Ramkellawan	(203) 625-7424
Transportation Manager	Ms. Kayla Coker	(203) 625-7449
Manager of School Procurement	Mr. Eugene Watts	(203) 625-7411
Director of School Security & Residency	Mr. Brent Reeves	(203) 625-7478

Program Administration

Adult Learning Program/Continuing Education	Mr. Matthew Salvestrini	(203) 625-7461
ESL & World Language Program Coordinator	Mr. Geoffrey Schenker	(203) 625-4454
ELA K-8	Ms. Kimberly Paladino	(203) 625-7484
Unified Applied Arts	Ms. Leah Stillman	(203) 625-7435
Social Studies K-5	Ms. Tara Fogel	(203) 625-7421
Math K-8	Mr. Michael Reid	(203) 625-7483
Science/Media K-8	Dr. Jeffrey Beckley	(203) 625-7403
Student Wellness and Support	Ms. Jessica McEvily	(203) 625-8097
SESS: PreK/ES	Ms. Kathryn Natale	(203) 625-7498
SESS: ES	Mr. Eugene Matejak	(203) 625-7472
SESS: ES	Ms. Deborah Perry	(203) 625-3945
SESS: MS	Ms. Jennifer Stewart	(203) 625-7492
SESS: GHS/Transition	Ms. Kristina Remy	(203) 625-7372
Advanced Learning Program	Ms. Bonnie O'Regan	(203) 625-7422
Physical Education/Wellness	Mr. Marc D'Amico	(203) 625-7463
Title I, II, III, IV	Mr. Marc D'Amico	(203) 625-7463
Student Wellness and Support	Ms. Jessica McEvily	(203) 625-8097
School Nurse Supervisor	Ms. Jessica Wieneke	(203) 625-7494
Title IX	Dr. Jonathan Budd	(203) 625-7405

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Principal	**Monaco, Klara**	Asst. Principal	**Cheris, David** **Vitolo, Cara**
K	Barbagallo, Samantha Riley, Joanne Wood, Christine Yardis, Annie	Nurse	TBD
		PE	Fazio, Stephanie Fina, Michael Malone, William
1	Amodeo, Josephine Harvey, Tara Hill, Cheryl Kistler, Alison Moody, Jennamarie	Prof. Assts.	Abrams, Lisa Apcar, Michael Adintori, Katelin Geraghty, Jennifer
2	Conway, Donna Rosenberg, Cortney Trangucci, Victoria		
		Psychologist	Gronowski, Annmarie
3	Bragano, Alexanrdra Ingraham, Taylor Lozina, Jennifer Sibilio, Shelby	Social Worker	Polizzi, Danielle
4	Horton, Randall Reetz, David Socci, Gianna Wardlow, Jeannine	Speech	Koulopoulos, Mia Presley, Margaret
		SPED	Cacase, Juliana Daur, Phoebe
5	Bartlett, Alexa LaPorta, Alexandra Levine, Kerri		Hidalgo, Yorquiris Jarombek, Sarah Koester, Ilene Povemba, Madison
ALP	Albanese, Michelle Cooke, Michele	OT	TBD
Art	TBD Shores, Catherine	PT	Galaraga, Allyson
ESL ESL PA	Pruner, Robin Avery, Marylou	Building Subs	Avesato, Grayson Brown, Lori
FLES	Marroquin, Jaquelinne	AA ASA II	Banks, Jennifer Ruggerio-Morle, Giovanna
Lit Spec.	Boucher, Lauren Nelson, Joleigh	ASA I PT SPED ASA II PT	Sturzinger, Helen Kim, Jean
Math Int.	Haas-Godsil, Julia	Cafeteria	Bozzuto, Sandy Harper, Tanisha
Media	Carlin, Jacqueline Casson-Vaz, Andrea Malave, Dylan	Cafeteria Monitors	Cachaya, Lina Diaz, Ana
Music	Heikel, Sandra Lindell, Krista Millazo,Kelly Sanford, Giulia Saperstein, Amanda	Custodians	Cameron, Billy Rogers, John Schlosser, Andrew Thompson , Anthony

Administrative Information

Office
Office hours are posted, 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.

Visitors: Parents, guardians, and/or members of the community are welcome in our schools and are encouraged to visit the schools/classrooms. All visitors are required to check in at the main office and are required to wear a visitor's badge.

General Visits: General inquiries about your child do not require an appointment and may be directed to the main office staff. Visitors are asked to make appointments for information or inquiries with the building leadership and/or teachers.

Classroom Visits/School Tours: 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.

School Volunteers
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.

Early Dismissal
While we do not encourage scheduling appointments for students during the day, we recognize early dismissal is sometimes unavoidable.

When a parent requests an early dismissal, the child must bring a written note to the school. The note shall state the following: time of dismissal, purpose, and name of person who will pick up the child. The note should be given to the classroom teacher who will forward it to the office where it will be recorded in a Dismissal Book, initialed, and returned to the classroom teacher.

All children who are dismissed for whatever reason must be signed out in the office by the parent or designee picking up the child.

Emergency Closures

In the event of a DELAYED OPENING and/or a SCHOOL CLOSING

In the event of inclement weather or other causes (power outages, etc.) for the delayed opening or closing of school, the Superintendent or their 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:

- Email, text message, and phone message sent to primary family numbers
- GPS website
- Local media: Website, newspapers, radio, television

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 Website. 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:

- Email, text message, and phone message sent to primary family numbers
- GPS website
- Local media: Website, newspapers, radio, television

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

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.

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

Fire Drills and Emergency Preparedness
Fire drills and emergency preparedness drills are held at regular intervals as required by state law. Students must follow the 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 fire drills. Additionally, two lockdown drills will be conducted each year.

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: CT Sex Offender Registry

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.

Health Education
Health education is provided in grades kindergarten through fifth as part of federal and state mandates.

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. These portions are: HIV/AIDS for grades 2 & 5 and Puberty for grade 5.

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.

Child Abuse*
All school employees, including teachers, superintendents, administrators, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, school counselors, paraprofessionals, social workers, psychologists, licensed nurses, physicians, licensed behavior analysts, and substitute teachers are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive training in their use, as required by state law.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

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

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.

Student Records and Directory Information*

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.
5. 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 the 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 policy 5145.14

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.

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 Nurse Supervisor.

Drugs, Tobacco, & Alcohol

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 and/or use of smokeless tobacco is 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.

Admission/Placement

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. 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. 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 the 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.

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 origin. The local liaison for homeless children is the Chief Officer of Special Education & Student Supports.

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.

Pesticide Application *
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.

ATTENDANCE INFORMATION

Residency Verification and Registration
Connecticut General Statute and Greenwich Board of Education Policy require students enrolling in Greenwich Public Schools be residents in the Town of Greenwich. Prior to registering parents are required to provide proof of residency. Verification is required of all incoming and rising ninth grade students. Verification is conducted at the student's school; all required forms detailing required documentation can be found on the GPS Website 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 the 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.

Attendance*
Attendance information can be found in the following procedure:

A daily attendance record is kept for every student. All State regulations on student accounting will be strictly followed. All absences, whether excused or unexcused, are reported by law to the Connecticut State Department of Education. Students with 18 or more absences during a full school year are noted as chronically absent.

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 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 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 10 days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator.

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 as 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.

Tardiness

School start times vary. A student will be marked tardy if he/she arrives in his/her classroom after that time. Children who are tardy must report to the office to verify attendance and lunch. Parents are encouraged to have their children at school on time. Tardiness is disruptive to the educational process. Repeated tardiness can result in disciplinary action, such as detentions, or may require referral to the school psychologist. In extreme cases, tardiness can be considered educational neglect and requires school personnel to report such cases to an appropriate state agency.

Truancy*

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 unexcused absences in a school year will be considered a truant. Disciplinary action may include after school detention for each class/study period missed. Tests and academic work missed in class that day will be recorded as a failing grade.

Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern.

Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).

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.

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 classroom teacher in writing. Since personal vacations are not excused absences, teachers are not responsible for preparing materials in advance for students. 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.

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.

BEHAVIOR GUIDELINES

Behavior Guidelines are all reflected in the following procedure:

Appropriate behavior is expected from all students. It is the responsibility of the professional staff to be knowledgeable about and to use techniques used 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, 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 only for serious disciplinary offenses.

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 disability. The Greenwich Public Schools have zero tolerance for harassment or threatening behavior of any kind.

Please teach your child that if they are harassed, bullied, 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 and/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.

Non-discrimination*
Greenwich Public Schools do not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability, or age in its programs and activities, including employment. Under Title IX of the Education Amendments of 1972, 34 CFR Part 106, Section 504 of the Rehabilitation Act of 1973, 34 CFR Part 104, the Age Discrimination Act of 1975, and 34 CFR Part 110. The Greenwich Public Schools do not discriminate in admission or access to, or treatment or employment in any program or activity.

Please see Greenwich Board of Education Title IX Training PowerPoint (presented by Shipman and Goodwin LLP - June 16, 2021)

Please reference Board of Education Policies for information on the Greenwich Board of Education's grievance process including how to report or file a complaint of sexual discrimination and/or sexual harassment, and how the Greenwich Public Schools will respond: 4000.1, 4118.11/4218.11, 5145.44, and 6121.

Questions concerning compliance with Title VI, Title IX or the Age Discrimination Act should be directed to:

Dr. Jonathan Budd
GPS Title VI, Age Act, and Title IX Coordinator
290 Greenwich Avenue

Greenwich, CT 06830
jonathan_budd@greenwich.k12.ct.us
(203) 625-7405

and/or

U.S. Department of Education, Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109.

Questions concerning Title II of the Americans with Disabilities Act and its implementing regulation at 28 CFR Part 35, and Section 504 of the Rehabilitation Act of 1973 and its implementing regulation at 34 CFR Part 104 should be directed to:
Jessica McEvily
Coordinator Wellness and Student Supports
290 Greenwich Avenue
Greenwich, CT 06830
jessica_McEvily@greenwich.k12.ct.us

Sexual Harassment/Equal Opportunity*
Title IX of the Federal Education Amendments of 1972 (20 U.S.C. 1681, 1682) prohibits 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 unwelcomed** 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 at the GPS eGovernance website by clicking on Policies and Procedures.

The Chief Human Resources Officer shall serve as the District Title IX Compliance Officer. In addition, each middle school and the high school have a Title IX Coordinator located at the building.

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 a basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources.

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 classroom teacher. If the problem continues, the student should see the 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. The principal will contact the student's parents and assign a consequence.

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.

Bullying*
The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior (as defined herein). Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and appropriately challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting are subject to appropriate

disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

For purposes of this policy, "Bullying" means an act that is direct or indirect and severe, persistent or pervasive, which:

A. causes physical or emotional harm to an individual
B. places an individual in reasonable fear of physical or emotional harm, or
C. infringes on the rights or opportunities of an individual at school

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Cell Phones and Digital Devices
There is 'No Cell Bell to Bell' across all 11 elementary schools, three middle schools, and Greenwich High School. Phones and wearables should be off and away in backpacks or lockers. More information can be found by reading Regulation 6141.326, Electronic Resources - Cell Phones and Devices. Student's phones should be off and away as soon as they step foot on campus.

GPS Safe School Climate District Norms

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

Detention
If a child is to be detained after school hours for makeup work or discipline, the child will be requested to notify his home. The child's teacher or an administrator will also make follow-up communication with home. No student will be detained until the parent/guardian has been notified and has given authorization.

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 regulations governing student conduct. 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 safe and orderly school climates.

Suspension
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 the 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 information 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.

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

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.

If a staff member obtains physical evidence from a student indicating that crime has been or is being committed by the student, or that the student intends to harm himself 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.

Health Services

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 assessments, 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 third, sixth, and 10th 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 assessments, 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. Immunization Requirements for Students Enrolled in Connecticut Schools.

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
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*
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 the 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 impact the child's learning. The following health screenings are done:

Scoliosis Screenings: The public health school nurses screen female students in fifth and seventh grades, and male students in eighth or ninth grades 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, first, third, fourth, and fifth, grades for distance vision and hearing. If further attention or additional care is indicated, parents are notified in writing.

Dental Screenings: Dental screenings are offered to children in all grades. 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.

Fluoride Rinse Program ("Swish and Spit"): A weekly fluoride rinse program is offered to students in first through fifth grades. Participation in this program is voluntary. Permission slips will be sent home with students and when parental permission is obtained, it will remain in effect until parents request a change.

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.

Communicable/Infectious Diseases
Students with any medical condition that may expose others to disease or 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.

Concussion: A concussion is both a medical and educational issue. All students exhibiting signs of a concussion will be removed from the activity, parents will be notified, and the student referred to a medical professional. Accommodations for learning are individual and should be recommended by a specialist in concussion management and reviewed with the school. Written clearance by a medical professional is required upon return to physical activities. Connecticut Public Act No. 14-66: An Act Concerning Youth Athletics and Concussions requires all student athletes and parents in intramural or interscholastic activities to view written materials, or view online or in person training regarding Concussion Education and Sudden Cardiac Arrest and sign an informed consent.

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. Parents or authorized emergency contacts must be available to 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 &/or vomiting
- Eye drainage (profuse &/or thick)
- Fever (>100.5)
- Rash (undiagnosed – not seen by M.D.)
- 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 &/or vomiting has stopped for 24 hours
- Rash has been seen by M.D. (must bring note to school nurse)

Children are generally non-infectious:
- 24 hours after starting antibiotics
- One week after the onset of any communicable disease

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.

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 &/or the class.

Hospitalizations 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.

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 (ICHP) 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.

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 has been developed by the District that outlines specific steps 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 siting
- Partner with families directly impacted by a bed bug siting to provide appropriate support

A Bed Bug FAQ is available on the GPS website.

Nurse's Office
The school nurse's office is designed to provide care to students who become ill or are injured while in school:
The school nursing hours are 15 minutes prior to the starting bell and 15 minutes after the school closing bell.
Please check with your school nurse for specific hours.

A cumulative health file is maintained 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 likewise 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.

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 and the Greenwich Public Schools assumes no liability from disputes arising from such contract.

Educational Policies And Services

Office of Special Education and Student Supports
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.

Homebound Instruction
Commencement of instruction services for homebound or hospitalized students who are unable to attend school for medical reasons shall begin no later than the eleventh day of absence from school and continue until the student is able to return to school. Homebound requires a doctor's referral, which includes a projected date of return.

Homebound or hospital instruction shall be provided as follows: (1) for any child with a disability from three to five years of age, inclusive, for the amount of time determined appropriate by the PPT; (2) no less than one hour per day or five hours per week for children in grades kindergarten through six; and (3) no less than two hours per day or ten hours per week for children in grades seven through twelve.

Special Education and Student Supports
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 guidance 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.

Planning and Placement Team (PPT)
Individual Education Plan Team (IEP Team)

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 staff, the parent or guardian of the referred student and when appropriate, the student. At the discretion of the parent or school, any other individual with knowledge or special expertise regarding the child, including related service personnel may participate. 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).

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.

Equal Opportunity for Students with Disabilities
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 law or provision. Mary P. Forde, Officer of Special Education & Student Supports (625-7466) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973, as well as compliance with the ADA. The 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 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
  8th Floor
  5 Post Office Square, Suite 900
  Boston, MA 02109-3921
  Telephone: (617) 289-0111

The District FERPA Officer is the Chief Officer of Special Education and Student Support..

Ceremonies and Observances
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 buildings 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 wellbeing 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 partner 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, crèches, 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.

Strategic Improvement Plan

Continuous improvement is an essential element of our success. Annually, each school is required to develop a School Improvement Plan (SIP) which supports the district Strategic Plan. The School team, made up of building administration and teachers, is responsible for:

- Reviewing student performance data to identify an area of academic need;

- Developing a SMART Goal (specific, measurable, achievable, relevant and timely); and
- Creating an Action Plan with specific strategies and a timeline designed to achieve the SIP Goals.

The School team is convened at key points throughout the year to review and monitor SIP implementation and results. The plan and the results are shared with the PTA.

Assigning Students to a Teacher and Classes
The building principal will have the responsibility and the authority for the assignment of each student to his or her class and, therefore, his or her teacher with the best interests of the child in mind. The principals will not take requests to place children with particular teachers. The parent(s) will have the opportunity to inform the principal or designee in the spring prior to classroom assignments concerning the child's learning style, specialties and difficulties, and particular needs, personal or educational. The parent(s) is/are also encouraged to discuss with the principal the child's progress in the fall once classes are under way. However, the principal will make the final determination in placing all children.

Class Size Guidelines
The Board of Education will, to the best of its ability, maintain class sizes within the following class size guidelines:
Kindergarten/Grade 1: 21
Grades 2-3: 24
Grades 4-5: 26

Grouping (Differentiated Instruction)
The Board of Education believes that a critical dimension of a quality educational program is the extent to which it offers courses, activities, experiences, and instruction tailored to the particular needs and abilities of each student. The Board of Education also recognizes its responsibility to educate all students to their highest academic potential.

In each grade level, appropriate student learner objectives or outcomes shall be established consistent with the high expectations that the Board of Education has for the students and teachers. Such objectives shall be made known to students and the public, and, for each grade level, shall be uniform across the District. Expected levels of performance on these student learner objectives shall be established and such tests or other assessment devices obtained or written as appropriate to measure each student's degree of attainment of the standards. Assessment instruments developed within the District shall reflect teacher input, and shall meet such standards of reliability and validity as are necessary to accurately measure student performance.

Students may be grouped based on a variety of factors that include: similar past performance, performance on academic assessments, student interests, and/or learning styles. The goal remains that each student master the learning objectives of the course. Instructional groupings should be organized as heterogeneously as possible with opportunities for remediation and acceleration integrated into each class.

Promotion//Retention/Placement*
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 their parents will be notified of such. 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.

Teacher and Paraprofessional Qualifications*
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.

Standardized Testing Program
All students in grades 3 through 8 and in grade 10 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.

Greenwich Public Schools provides additional opportunities for students to demonstrate their knowledge and progress through a Comprehensive Assessment System. The types of assessments used are universal, diagnostic, formative and summative. Some of these assessments are used for progress monitoring, determining special supports (remediation and enrichment) and placement.

Please refer to the updated procedure at the GPS eGovernance website for more information.

Homework*
Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by the students, be well planned and meaningful. Homework shall not be used as a form of punishment. Homework assignments should be minimized over vacations and should not be assigned on major religious holidays. Homework utilizing technology should be minimized where a teacher is able to do so without impeding high quality learning.

Purpose of Homework
1. Practice of Skills: Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.
2. Preparation for Future Classes: Prepares students for future classes, and may include preparation for discussion, reading, research, studying or other information-gathering/processing activities.
3. Extension of Class Work: Extension focuses on individual application, research, and study; takes students beyond work covered in class.

Please refer to the school's homework practice below and the GPS Homework Regulation at the GPS eGovernance website for more information.

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, parents 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 the regular school hours (8:45-3:15) must be supplied by the parent. An additional medication authorization form is required to cover those added times and medications. Please see the nurse.

Summer School
The Board of Education sponsors a summer school program providing remedial support at all levels, and 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 IEPs found eligible during a PPT meeting.

School Lockers
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.

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.

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; however, at the elementary school level, 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.

Physical Exercise*
All students in elementary school shall have in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total, unless altered for a student by a Planning and Placement Team for a child requiring special education. Such physical exercise can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities. The period of physical activity will not be taken away from an elementary student as a form of punishment. In addition, students in all grades, K-12, cannot be assigned physical activity as a form of punishment.

School employees may not prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline

Recess Wear
We believe fresh air and free activity time (recess) are important. Therefore, each day, except during periods of rain, students will go outside. Please have your child dress accordingly, i.e., boots for snow, gloves, hats, etc.

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
- Send your child to school wearing what you would wear to a fitness center

Americans with Disabilities Accommodations
Should special accommodations for access under the Americans Disabilities Act be required to attend a school function or meeting, please contact the school secretary.

Soliciting by Students (GPS Regulation 1324R)
All solicitations of funds must receive prior approval of the school principal. 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.

Distribution of Printed Materials from Outside Organizations (GPS Regulation 1140RR)
All requests from groups or individuals to have materials distributed to the parent community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with District procedure. 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.

SCHOOL-HOME COMMUNICATIONS

Kindergarten Registration
Entrance Age: Children may enter Kindergarten if their fifth birthday falls on or before September 1 within the given school year.
Orientation: Kindergarten children are screened in the fall, after they enter Kindergarten, so the school personnel can effectively plan a program. An orientation for parents is held in the previous spring for all parents of incoming Kindergartners.
Program: The full-day Kindergarten offers an educational program that is individualized and focuses on the social, emotional, and academic needs of the students.

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 the 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.

Parent Conferences
Parent-Teacher Conferences allow parents to discuss children's special needs, talents, and interests. Two school initiated parent conferences are scheduled in the fall and the spring for all students. Additional conferences may be initiated by either the parent or the teacher. Parents are encouraged to contact their child's teacher at any time.

Report Cards/Grades (GPS procedure 5121)*
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. Please carefully review your child's report card. You are encouraged to contact your child's teacher if you have any questions or concerns.

Friday Folders
In an effort to assist elementary school parents in receiving information from the school, information may be sent electronically or in Friday Folders. If the school uses Friday Folders; all brochures, school activity notices, and other information will be placed in each student's Friday Folder. This information will be carried home by students; therefore, parents should make a practice of asking their children for the information each Friday.

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.
(ex: john_smith@greenwich.k12.ct.us)

Title I Comparability of Service*
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 ensure 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 equivalence among all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for 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 and Family Engagement*
Parents of a child in a Title 1 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 1 programs.

General Information

Birthday and Classroom Celebrations
Access the birthday and classroom celebration procedure on the district website at the: GPS Governance Website

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, with the exception of Greenwich High School, participates in the National School Lunch Program and follows the National Guidelines/Standards developed by the Connecticut State Department of Education. Our staff members have been trained to recognize and encourage that children take a complete well-balanced meal.

Menu
We offer the Elementary student body a large variety of well-balanced, quality meals on a daily basis. Each day we offer several hot choices and cold choices. Wholesome sandwiches, salads, yogurt, fresh fruit, vegetables (fresh or frozen, never canned), skim and low-fat milks are available every day.

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.

The High School Food Service program offers many hot choices and an expansive combination of cold choices per day. In addition to this we offer the student body a broad ala carte program to meet all their dining needs including an ala carte and National School Breakfast program served from 8 to 11 daily.

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 at 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
A. PreK-Grade 11: 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.
B. Graduating Seniors
OPTION 1: If a graduating senior has a younger sibling in the Greenwich Public School System, a parent or guardian can submit a written request to the Food Services Office to have those funds transferred to the designated sibling's account. The request to transfer can be submitted up to 90 days after graduation.
OPTION 2: A parent or guardian may request a refund of monies in the account. To obtain a refund, a parent or guardian must submit a written request to the Food Services Office within 90 days after graduation. After verification of account balance, the Town Treasurer will issue a refund check. Please allow 2-4 weeks for your refund.

Free and Reduced Price Lunch
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 and your school's front office.

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
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. Refer to parent letter on page 32.

Wellness Policy
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 students 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.

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 Reports:
CT DCF Mandated Reporting Policy & Forms

Personal Items
The school will not be responsible for any personal items that have been lost or stolen.

Class Pictures
Each year, class and individual pictures are taken. Parents are notified of the scheduled dates. Both class and individual photos may be purchased.

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.

Student Transportation

For all Transportation guidelines please see the following district procedures:

General Guidelines
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 Deputy Superintendent with the involvement of the Chief Officer of Special Education & Student Supports 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 Districts, and students attending a District magnet school that live within that school's designated cluster area. Western - Hamilton Avenue, New Lebanon; Central – Julian Curtiss; Eastern – International School at Dundee).

Students may also receive transportation in the following special circumstances:

a. 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
b. Students with disabilities whose IEPs or Section 504 Accommodation Plans stipulate specialized transportation.

Pupil Walking Distance
Free transportation is not provided for students that live within the following walking distances to and from school. Established pupil walking distances also apply to a students' assigned bus stop. Additional reference to mileage can be found in the policy on the GPS website.

Elementary: One mile
Middle School: One and one-half miles
High School: Two miles

Safety Rules
The following guidelines and protocols are designed to ensure that students arrive at school and return home safely, and that there is clear and consistent communication between and among school, 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. For the safety of all students, no food is to be consumed while on the buses.
4. Parents must be informed in writing that students in Pre-K through Grade 1 who are eligible for bus transportation must be met at the assigned bus stop by a responsible adult. If no responsible adult is at the bus stop, the bus driver is directed to contact the bus company and to return the student to school and the supervision of the school administrator.
5. 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 and 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.

Parents: Contact school or District administrators 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.

In Case of an Accident: Bus drivers will contact the bus company by radio or phone.

Police Department: Notify bus company and Superintendent of accident.

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 Chief Financial and Administrative Officer
- Reports the information to the Chief Officer of Special Education & Student Supports 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 Chief Financial and Administrative Officer.
- 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
- Contact 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.

Chief Officer of Special Education & Student Supports 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.

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, number of students, frequency of ridership, and trip duration. Typically, the length of time students are on the

bus will not exceed 60 minutes. The goal of the district is to have buses arrive at school approximately 10-15 minutes prior to the school start time. 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.

Transportation Safety Complaints/Procedures*
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 (GPS Website). 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.

If the question, concern, request or complaint is not addressed at the school level or by the Transportation Manager to the satisfaction of the person who initiated the process, the escalation procedure, which should be communicated to parents through school handbooks and by those addressing problems, is as follows:

a. Submit a written appeal to the Chief Financial and Administrative Officer who will consent with the individual filing the appeal and others as appropriate (supervises the Transportation Manager)
b. If no resolution matter is forwarded to the Superintendent of Schools for review
c. In accordance with Section 10-186 Connecticut General Statutes, the parent or guardian of any child denied transportation may, in writing, request a hearing with the Board of Education. The Board of Education shall conduct such a hearing within ten (10) days using an impartial hearing officer. The recommendations of the hearing officer shall be binding on the Board. The hearing officer will be guided by state law. This must be submitted in writing and should include a description of the transportation issue (e.g., substantiation of a claim of a pedestrian safety condition, or variance from the procedures), and the requested change.

Curriculum Information

Advanced Learning Program (ALP)
The ALP program is a system-wide program, which serves the needs of students who are gifted and talented. Students qualifying for ALP services are identified and selected by a team from the school, primarily consisting of the school administrators, classroom teachers, ALP teachers and the District ALP facilitator. Criteria used for identification and selection of ALP students combine teacher recommendation, standardized test results, and teacher observations. The ALP student's instructional program may involve any of the following options: accelerated or expanded activities, in academic subjects, enrichment or mini-courses, independent study, training in critical thinking skills and research. The regular classroom teacher, ALP teachers, the media specialist, and school staff will be utilized to provide the ALP student with an enriching and cohesive program throughout the school day.

In addition, students participate in WordMasters, a national vocabulary program that encourages growth in vocabulary and verbal reasoning.

English Language Learning Program (ELL)
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. Our services are provided as both a pullout and a push-in model depending on a student's needs.
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 these data to the State Department of Education. All in need of instruction shall be provided with appropriate services.

Foreign Language in the Elementary School (FLES)
The FLES program in the Greenwich Public Schools uses an interdisciplinary model to deliver both language and content instruction through a communicative approach. The target language (Spanish or French) is used by both teachers and students for a minimum of 90% of the instructional time. In the FLES program, the new language students are learning is the medium of instruction as well as the object of instruction while students learn to communicate about topics in curricular areas such as social studies and science. Following the content-related instruction, the curriculum branches out and personalizes the topics for students, thus enabling them to communicate about themselves and their lives. Our program provides students with the opportunity to communicate about relevant and meaningful content in thematic units related to specific core content and to their personal experience.

As students progress through the grades, they become more proficient in each of the five basic language skills: speaking, listening, reading, writing and cultural understanding. Reading and writing are used to reinforce

the content students have learned to communicate, and are competencies acquired in the target language at the same time students are enhancing these skills in English. World language instruction is an integrated part of the elementary curriculum and an integral part of the school environment.

The following are characteristics of our FLES methodology:

- Words and expressions are taught in context, not in isolation.
- Meaning is expressed through visuals, gestures, manipulatives, role play, and context, not through translation.
- There is an emphasis on the integration of productive and receptive abilities.
- Associations are made between the target language and the object, action or concept, rather than the English equivalent.
- The emphasis is on functional communication activities in real-life situations, based on the national World-Readiness Standards for Learning Languages
- The content-based instruction reinforces the concepts and core knowledge taught in areas such as social studies and science.
- Assessments are conducted in three modes: interpersonal, presentational and interpretive, as per the state and national standards.

K-5 FLES is available at the four magnet schools: The International School at Dundee, Julian Curtiss School, New Lebanon School, Hamilton Avenue School

3-5 FLES is available at the remaining seven elementary schools

English Language Arts / Social Studies
Humanities

The overarching goals of English Language Arts and Social Studies is that all GPS students will successfully master both ELAR and Social Studies learning standards and will be able to effectively study and critically think about how people process and document the human experience.

The K-5 English Language Arts and Reading (ELAR) curriculum is aligned to the Connecticut Core Standards (CCS) for Reading Literature, Reading Informational Texts, Writing and Language, and Speaking and Listening. In GPS, ELAR instruction is grounded in the workshop model, and at K-3 we are committed to providing systematic and explicit early literacy instruction proven most effective for our youngest learners. Combined, ELA instruction includes inquiry, interactive read alouds, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop, and word study.

The K-5 Social Studies Curriculum is aligned to the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, Civic Life (C3) Framework. There are four major disciplines in social studies - civics, economics, geography and history - and links to all four disciplines are found in all Social Studies courses across all grade levels. The GPS Social Studies program is grounded in the five guiding principles from the National Council for the Social Studies:

1. Social Studies prepares the nation's young people for success in college and career, as well as informed, engaged participation in civic life.
2. Inquiry is at the heart of Social Studies instruction.
3. Social Studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
4. Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civic life.
5. Social Studies education has direct and explicit connections to the Common Core State Standards for English/Language Arts and Literacy in history/social studies.

Through the Humanities Program, GPS students study contemporary and historical writers and thinkers in order to develop their own abilities to critically read, write, speak, and think, preparing them to excel in today's global society. Together, these areas of study prepare students for success in college and career, while also ensuring students are informed, engaged participants in civic life.

Library Media & Technology
The Library Media Center is the hub of our schools and plays a central role in the education of our students. Our media specialists teach skills on how to use information, create engaging presentations with the newest technology, and discover new ideas through interdisciplinary lessons using both print and digital resources. Teachers and media specialists work together to design lessons that help students locate, evaluate, interpret, synthesize, use and present information in ways similar to real-world expectations. Students produce multimedia presentations, create websites and produce digital movies and podcasts. Projects are embedded throughout our curricular areas and are taught in context-- not in isolation. Our school media centers maintain a rich collection of books suitable for all reading interests but also go beyond the physical spaces they occupy, as more resources are available 24/7 through the power of the Internet. We truly have "Media Centers without Walls" The resources and lessons provided through the Library Media Center help prepare students for their 21st century world.

Regular classroom visits are scheduled to develop library skills as well as a love of literature. The Center is open to students throughout the day as a resource.

Math { TC \l2 "Math}
The guiding principle that drives mathematics instruction in the Greenwich Public Schools is that every student will experience a high-quality, comprehensive, and challenging program that will lead to mathematical proficiency. With the adoption of the Common Core State Standards, student learning in the area of mathematics is focused on developing the skills and dispositions necessary for students to become mathematically proficient. The Common Core includes both Standards for Mathematical Content, which address skills and conceptual understanding at each grade level, and Standards for Mathematical Practice, which address the dispositions and habits of mind that students at all levels need to possess in order to apply their mathematical knowledge and leave the Greenwich Public Schools "college and career ready."

Music, Visual and Theatre Arts

Philosophy
The Arts allow students to express ideas, feelings and human experiences through a variety of mediums. Participation in the Arts, especially during the formative years, can aid in the development of students as culturally-responsive, compassionate, creative, and contributing members of society. Teachers from all disciplines are committed to the transmission of knowledge and culture from one generation to the next. The Arts challenge us to rethink perspectives in the pursuit of creating a better world.
Vision of the Arts
The vision of the arts is to foster an environment that encourages creativity, expression, and a lifelong appreciation and understanding of the arts, while teaching perseverance and the art of process and not product, with the emphasis placed on the importance of collaboration and communication.

The Arts Department Will (Action):
- Provide opportunities for students to engage with self-expression and communication
- Empower students to create meaningful work and growth through self-reflection and the creative process
- Challenge students to be divergent thinkers

Results of our Actions:
Through studying the arts, our department will create a community of creative thinkers, leaders, and problem solvers that is rich with cultural, social, emotional, and intellectual diversity.

VISUAL ARTS

Program Description
The focus for the visual arts department is to deliver instruction that is structured on the four Artistic Processes of the National Core Arts Standards: (1) making meaningful expression by applying media, techniques and processes, (PRESENTING), (2) expressing personal ideas through different media (e.g. paint, clay) (CREATING), (3) responding to the art such as critiquing the work we hear (RESPONDING), (4) interpreting symbolic expression through the Elements (e.g. line, color, shape) and Principles (e.g. balance, contrast, pattern) or art and (CONNECTING). These processes connect with concepts from the "Vision of the Graduate" such as "generate innovative, creative ideas and products, "communicate effectively for a given purpose" and "recognize and respect other cultural context and points of view".

Elementary students are provided with art instruction for 60 minutes once per week. Curriculum is structured to expose students to a variety of techniques and mediums in order to continue their visual art education in more focused selected areas of study.

MUSIC

Program Description
Similar to visual arts, music delivery is also focused on the four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (PERFORMING), (2) expressing personal ideas by composing or improvising music (CREATING), (3) responding to music such as critiquing the work we hear (RESPONDING), (4) interpreting symbolic expression by different disciplines, cultures, and history (CONNECTING). The integration of technology with music specific digital tools are recent and ongoing to enhance the learning opportunities for all students. These connect with concepts from the "Vision of the Graduate" such as "Generate innovative, creative ideas and products, "Communicate effectively for a given purpose" and "Recognize and respect other cultural context and points of view".

Core music is offered to all Greenwich Public School students starting in grades K-5. Students in K-5 receive two 30-minute lessons during the school day. The core music curriculum is designed to align the practices, standards, and assessments of the Greenwich Public Schools with the Connecticut State Board of Education, Connecticut's Common Arts Assessment Initiative, and the National Coalition for Core Arts Standards. The instructional strands include Creating, Presenting (Performing), Responding and Connecting—to be taught concurrently throughout the year, while students prepare repertoire for performances.

Instrumental Music

STRINGS

Students can choose to play a stringed instrument in most of our elementary schools in Grade 3. Hamilton Avenue School also offers a specialized Suzuki Program for younger students to begin a stringed instrument in earlier years.

BAND

Students can choose to play a band instrument beginning in Grade 4 in our elementary schools. Students are provided with one, 30 minute small group lesson to help reinforce the skills necessary to be successful on that particular instrument. Once their skills have reached a certain point, students will begin participating in an ensemble, which will challenge their independent musicianship and reinforce skills that are essential to performing with a team.

Physical Education

The Greenwich Public Schools Board of Education has adopted the six National Standards for Physical Education, developed by the National Association for Sport and Physical Education, as the framework for the Physical Education Curriculum. The standards have been re-clustered into four standards for which instructional objectives and assessments have been identified for each grade level. These detail what students should know and be able to do as physically educated individuals. A physically educated person not only acquires the skills and knowledge to perform a variety of physical activities, but also participates in such activities regularly, and understands the implications of non-participation. The instructional program emphasizes the developmental, educational, and sequentially appropriate nature of model physical education programming as identified through national best practices and 21st century programming. The program content is articulated both vertically and horizontally, thus enabling students to engage in a wide range of sports and activities through which they learn and transfer the essential skills and knowledge for lifetime activity and fitness. As a leader in current activity and sport trends, the Greenwich Public School's program content ranges from fitness walking, through the use of heart rate telemetry, to adventure programming, orienteering, racquet sports, dance, and team sports.

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.

Allergy Awareness In The Greenwich Public Schools

August 2026

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 mandated, 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/tree nuts”).
- 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 “nut 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 parents.

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 GPS Food Allergy page.

Greenwich Public Schools
Havemeyer Building
290 Greenwich Avenue
Greenwich, Connecticut 06830
(203) 625-7400

Receipt of Handbook

I/we have received and read the School Handbook. We agree to comply with all of the procedures as they are outlined in this document and will address any questions to the appropriate recipient.

Student's Name: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

(Please return signed form to your child's homeroom teacher
by Wednesday, September 9, 2026)

For opt out information concerning technology used or specific health related curriculum please visit the school website to obtain the opt out form, or email the main office.