



Griswold Public Schools
Educating for Excellence

**Griswold Alternative High
School**

Student Handbook 2015-2016

WELCOME TO GRISWOLD ALTERNATIVE HIGH SCHOOL

Welcome to Griswold Alternative High School.
We are dedicated to providing a safe and orderly environment
which is the foundation of a school culture
that encourages all to learn.

PURPOSE OF THIS HANDBOOK

This handbook is intended to make you aware of the policies, procedures, rules and regulations that will help you adjust to Griswold Alternative High School and become an integral part of it. It is our hope you will become familiar with all that GAHS has to offer, obey all the rules, and build memories and friendships that will last a lifetime.

The rules and regulations contained within this handbook are not all-inclusive, and the principal reserves the right to address other discipline acts in a fair and equitable manner, and to assess infractions on an individual basis and determine consequences accordingly. Moreover, every effort has been made to ensure that the information included in this student handbook is consistent with Griswold Board of Education policies. If inconsistencies are discovered, Board of Education policy will prevail.

We are looking forward to another successful school year. If you should have any questions, please do not hesitate to contact me at 376-7650. Thank you.

Erin Palonen
Principal

Description of Griswold Alternative High School

Griswold Alternative High School, located at 1553 Glasgo Road, is a unique program designed to provide services within the district to students who have had minimal success in the traditional educational environment due to emotional difficulties or behavioral concerns. The program currently serves high school students in grades nine through twelve.

Profiles of the students referred to this program are varied. Many have been observed as at-risk, discouraged or unmotivated, with documented histories of poor attendance or multiple failures despite a range of instruction and attempted interventions.

The low student/teacher ratio allows for a specialized, structured educational environment that combines modified teaching strategies with individualized behavioral support, consistent expectations and clear boundaries. The staff includes an experienced team of professionals including an Administrator, several certified Special Education Teachers and a full-time School Psychologist. This team works closely with students, their families, and related service agencies to effectively address the complex needs of this student population. Individual and group counseling are provided to each student to address serious issues that interfere with learning.

The program provides organizational and study skills development as part of an interdisciplinary approach to the curriculum. The curriculum offered by the Alternative School program is designed to meet the academic needs of the individual student, blending regular education curriculum with modified teaching strategies. Integrated into the program and its curriculum are community service activities and community interaction experiences that stress the connections to "real life". This approach includes a hands-on, project-based format of instruction encouraging learning through exploration and experience to increase learning, participation, and motivation. In addition, Alternative High School students may be eligible for community work-study opportunities, and elective classes at the high school may be available for select students. Griswold High School graduation requirements and district-wide exit standards are addressed through the curriculum of the alternative program. Students who successfully complete the requirements for graduation through GAHS will receive a Griswold High School Diploma.

For most students, GAHS is designed to be a relatively short-term placement that encourages transition back to the mainstream. The main focus of the staff's effort is to provide each individual student with an opportunity to explore and modify behaviors, attitudes, and skills deficits that have deterred academic and personal success in the traditional education setting. Students who commit themselves to the principles of the program and demonstrate adequate progress will be recommended to rejoin the mainstream as soon as is deemed appropriate. We hope to facilitate change by providing instruction, guidance and support that will impact their actions and decision-making processes. It is our goal to offer Griswold students an alternative educational placement designed to facilitate improvement in school adjustment and stimulate success in school performance.

BEHAVIORAL AND EMOTIONAL SUPPORT SERVICES

Griswold Alternative High School provides a full-time school psychologist to meet the unique emotional and behavioral needs of individual students. Gail McHugh has served as the school psychologist at GAHS since 1996. She has a master's degree in Educational Psychology and a Certificate of Advanced Graduate Study (CAGS) in School Psychology. Ms. McHugh provides multiple essential services to the students, including direct and indirect interventions designed to achieve goals in behavioral, social, emotional, and academic areas.

Direct interventions include:

- Conducting psychological and educational evaluations
- Providing Individual Counseling to students
- Providing weekly Group Counseling to address social and emotional coping skills
- Designing and administering programmatic behavioral structures and supports
- Conducting Functional Behavior Assessments as required by special education regulations
- Developing individualized Behavior Intervention Plans for students who need that level of support

Indirect interventions include:

- Consulting and collaborative problem-solving with each students' parents or guardian
- Collaborating with teachers and school personnel in planning, implementing, and evaluating programs that enhance student success
- Consultation and collaboration with other professionals, such as doctors, counselors, community agencies, advocates, and court appointed professionals to maximize the student's support system

PSYCHOLOGICAL AND EDUCATIONAL EVALUATIONS

Each child that receives special education services must be re-evaluated every three years to determine continued eligibility and individual learning needs. The school psychologist is skilled in the selection, interpretation, and synthesis of data from multiple sources and across multiple settings. She will assess the student's cognitive ability level and academic achievement level compared to other students in the same age or grade level. She will seek information via standardized assessments from parents' teachers, and the student regarding the student's behavior and feelings at home, in school, and in the community. Evaluation results are discussed privately with the student, parents, and necessary professionals in a PPT setting. This information is confidential and is not released to anyone without the student's knowledge and the parent's written consent.

INDIVIDUAL COUNSELING

Most students who are placed in the alternative educational setting have had some history of difficulty succeeding academically or socially in the mainstream school environment. For this reason, each child at GAS receives individualized counseling to address his or her unique social and emotional needs and help to maximize chances for educational and vocational success.

Ms. McHugh is trained and skilled in a variety of counseling techniques. She tends to find that the Reality Therapy counseling style is often the most useful for at-risk adolescents in a school setting. The Reality Therapy approach to counseling and problem-solving focuses on the here-and-now of the client and how to create a better future, instead of concentrating at length on the past. It emphasizes making decisions, and taking action and control of one's own life. Typically, students will learn to discover what they really want and whether what they are currently doing (how they are choosing to behave) is actually bringing them nearer to, or further away from, that goal.

Reality Therapy is a considered a cognitive-behavioral approach to therapy; that is, it focuses on facilitating the client to become aware of, and if necessary, change, his/her thoughts and actions. Reality Therapy is based on Choice Theory as developed by William Glasser, M.D. The basic premises are that all behavior is total behavior

made up of four components, acting, thinking, feeling, and physiology. We may have considerable control or choice over the first two of these, and little ability to directly choose the latter two. As these four components are closely intertwined, the choices we make in our thinking and acting greatly affect our feeling and physiology. Most people are able to learn how to choose alternate behaviors that will result in greater satisfaction. Reality Therapy is the counseling process focussed on helping clients to learn to make those choices.

GROUP COUNSELING

The students are engaged in small counseling groups once a week with Ms. McHugh, for the purpose of developing and practicing social and emotional coping skills. Groups focus on their strengths and weaknesses in coping with and effectively managing the difficulties they may encounter in daily life, so that they may become more effective as learners and participants in school and other environments. Many students come to realize that the skills they learned in Group have helped and empowered them to improve their functioning not only educationally, but also within in the family, social, and vocational settings. These changes often lead to increased self-esteem for most students. Some examples of the skills taught and practiced in Group include:

- How to recognize and manage stress and frustration
- How to manage anger and strong emotions
- How to develop and maintain healthy friendships
- How to establish trust and boundaries in relationships
- How to negotiate win-win solutions in school, at home, and at work
- How to manage conflicts with others in a variety of settings
- How to get organized and manage distractions
- How to understand and improve concentration and attention difficulties
- How to effectively give and receive feedback to others (positive and negative)
- How to resolve and prevent interpersonal problems

GAHS BEHAVIORAL SUPPORTS AND INTERVENTIONS

The GAHS community is striving for an environment in which the dignity of each individual is respected. All members are expected to treat others, as they would like to be treated, and assume responsibility for their behavior and actions.

Requiring appropriate student behavior and self-discipline is intended to produce a positive and safe atmosphere with few interruptions of teaching and learning. All students are expected to demonstrate the ability to make appropriate choices, and accept the consequences for any inappropriate ones.

GAHS BEHAVIOR TRACKING

The GAHS faculty systematically records the behavior of every student daily on a point sheet that is completed for each period of the day. There are six desired behaviors on the Positive Classroom Behavior scale:

- Prepared for class (arrives on time with a writing instrument , homework and agenda book).
- Work completed
- Respectful Language
- Respectful Behavior
- Follows Directions
- Participation

Students may earn 0, 1, or 2 points (Poor, Fair, or Good performance) for each behavior. The school psychologist keeps track of percentage of points earned daily, as well as any disciplinary interventions, in order to graph the data and provide feedback to the student, parents, and the PPT regarding behavioral progress.

Most GAHS students are working to improve their daily Positive Classroom Behavior score average in order to be considered as a candidate for transition to Griswold High School’s main campus. An appropriate goal for most students is to obtain an average daily PCB score of at least 75% over the course of several months in order to show readiness for transition to GHS.

NOTE: Some students who have met their behavioral goals may continue to require the level of educational services and support provided by GAHS based on their emotional needs. Not all students who attend GAHS demonstrate acting-out types of behavioral difficulties. The faculty is experienced in working with withdrawn, depressed, or anxious children as well, and many of these do not exhibit disruptive behaviors yet they require intensive support for school success.

POSITIVE REINFORCERS:

Students at GAHS are part of a small instructional group that is uniquely designed to offer positive reinforcement in the form of rewards and incentives for positive classroom behavior. Positive reinforcers may be administered as a group or individually, as agreed upon in advance by the teachers. On a daily basis, students who are in good standing academically and behaviorally may earn special privileges, including but not limited to:

- Self-selected computer activity (within acceptable use)
- Listening to music with headphones
- Using Art materials for self-directed projects
- Outdoor supervised sports or field games
- Participating in special programs such as Student council (by election), and off-campus field trips.

All GAHS students are given the opportunity to participate in a bi-weekly raffle based on the number of Positive Classroom Behavior Points they have earned. Tickets are drawn at random during the bi-weekly ceremony, and students may choose among various prizes and incentives.

In addition, we recognize and celebrate students’ successes, outstanding achievements and improvements through the use of certificates/awards and raffle prizes presented periodically in a congratulatory manner.

INDIVIDUAL BEHAVIOR INTERVENTION PLANS

In some cases, a student who exhibits serious behavioral problems within the group may have an Individual Behavior Plan. The BIP may provide individualized procedures, rules, structures, and reinforcement strategies that may be different than those of the whole group. A BIP will be reviewed regularly and modified, revised, and/or phased out as the student’s progress is reviewed.

GENERAL DISCIPLINARY STRUCTURE AND EXPECTATIONS

All students are expected to:

1. Respect the educational process and environment through the display of appropriate language, attitude and physical behavior.
2. Respect and honor the rights of school staff and other students to work and learn in an environment free of intimidation and harassment.
3. Maintain satisfactory attendance and punctuality to school and to class.
4. To know and follow the policies, procedures, and rules of the school and each classroom teacher.

The following behaviors are considered unacceptable by Griswold Public Schools and will result in an administrative hearing to determine suspension and/or expulsion from school. The behaviors listed below apply to actions during school hours anywhere on school property and during all school-sponsored activities:

1. Any purposeful action (s) that results in bodily harm to another human being.
2. Use or possession of a deadly weapon, dangerous instrument, or anything that is used as a weapon. (Possession defined as on self or school property.)
3. Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages on school premises or at any school-sponsored activity. (Per the Griswold BOE Drug/Alcohol/Tobacco policy)
4. Acts of arson.
5. Acts of stalking, bullying, or any other actions that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed or molested.

Consequences for noncompliance for the expectations listed above shall include, but not be limited to, those listed below. The severity or the repetitive nature of a student's behavior will be given consideration when determining appropriate consequences.

- ~ Warnings
- ~ Social restriction during breaks
- ~ Detention in Alternate Classroom
- ~ Parent contact or conference
- ~ Intervention by school psychologist/counselor
- ~ Denial of privileges
- ~ Denial of participation in school activities
- ~ Referral to Administration
- ~ Community or school service
- ~ Suspension
- ~ Peer or adult mediation
- ~ Bullying intervention
- ~ Crisis intervention
- ~ Referral to appropriate law enforcement or other governmental agency
- ~ Expulsion

DEFINITIONS OF INTERVENTIONS

Warning:

A student who does not follow rules may be given a Warning by a teacher. If the student does not comply with the teacher's request, he or she may be sent out of the room to the Alternate Classroom Detention. If the student complies with the rules and teacher's directions, there is no further consequence. If a student is issued a second warning the same day by any teacher, he/she will be sent to Alternate Classroom Detention.

Social Restriction:

Students who need to make up missing assignments or who are falling behind academically will be assigned to a quiet area separate from peer social interaction during breaks or activity periods in order to complete their work. A teacher will provide one-to-one assistance or support. When a teacher assigns a Social Restriction, the student may not leave the area without permission until he or she has completed the requirements to the teacher's satisfaction.

Alternate Classroom Detention:

The expected duration of an assigned AC Detention includes the rest of the period in which the infraction occurred in addition to the next period and the next scheduled break. The student must demonstrate readiness to return to class by resolving the issue verbally with the teacher who assigned the detention.

The expected conduct in AC detention is that the student must remain within the assigned area at all times unless specific permission to leave the area is requested and is granted. The student is responsible to stay awake, behave respectfully, and complete all assignments. The student may receive one-to-one assistance and support at any time as teachers and school psychologist's availability permit.

The student in AC receives meals (purchased or free depending on the student's usual cafeteria plan), but may not have snack foods or purchased drinks in AC. Teachers and/or other students will not cook or prepare special foods for the student in AC (i.e. no bagels, toasted foods, microwaving, or any restaurant services are available. Only school hot lunch and cold breakfast foods will be served.) If the parent sends in food or drinks from home, the student will be permitted to eat or drink only during scheduled breakfast and lunch periods. Students in AC are not allowed snacks during break, except in cases of medical necessity as documented by a physician.

Students will not be allowed to use a telephone while in AC.

All Day Alternate Classroom Detention:

The goal of all day detention is to provide appropriate discipline and intervention to identified students without interrupting their education or impacting other students' normal class schedules or group activities. AC will provide a setting where students, parents and educators commit themselves to dealing with problems in a structured setting. All rules and expectations of AC as explained above will be applied for the all-day student.

Note: Students who are assigned all day detention will not attend their normally scheduled lunch wave, but will be offered a hot lunch to be delivered from the GHS cafeteria.

Out Of School Suspension (OSS):

Shall be defined as an exclusion from school privileges or from transportation services for no more that ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

Students who violate more serious rules or who repeatedly violate school rules will be given out-of-school suspension with work provided. Griswold Alternative School makes every effort to manage school behavior problems through in-school methods, and so we will resort Suspension only in extreme cases of gross misbehavior involving displays of flagrant disrespect to teachers, staff, or other students. Students who are suspended may not take part in any extra curricular activity and may not be present on school property.

Expulsion:

Shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such

disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. Prolonged expulsion requiring coursework to be completed outside through tutoring or other arrangements made by the Board may affect grade weighting for courses taken and may consequently affect class ranking.

STUDENT COUNCIL

Student Council is comprised of student representatives elected by their peers. They are guided and taught how to act as leaders and representatives in making decisions for their school community. The council meets weekly with the principal and Ms. McHugh to discuss and participate in making decisions about the program.

Mission Statement: GAHS Student Council will fairly represent the needs and concerns of the students, striving to problem solve productively with teachers and the principal to improve school climate and programs. Student Council members also serve as role models for their peers while developing personal leadership skills.

GRISWOLD ALTERNATIVE HIGH SCHOOL STUDENT COUNCIL AGREEMENT

As a member of the student council I agree to:

1. Represent the best interests of the school community, not for self-serving reasons.
2. Attend weekly Student Council meetings with the principal during study period. Be prepared to bring positive ideas and suggestions for discussion by the council. (Don't waste time with outrageous requests and complaints).
3. Be a positive role model for my peers by participating in all school activities, demonstrating appropriate behavior, putting forth my best academic effort, and encouraging my classmates to do the same.
4. Listen to my peers when they present concerns or suggestions regarding the school program. Take notes and present these ideas at Student Council meetings.
5. Show respect to students, staff, and guests of the school.
6. Remain in good standing academically and behaviorally.
7. If a representative is suspended from school for any length of time, or is in AC longer than two consecutive days, he/she will be suspended from Student Council for two weeks (the week of the discipline and the following week). If either of the above occurs repeatedly (more than once), he/she will be no longer eligible for continued participation in Student Council, and someone else will be elected.
8. Avoid serious violations of school rules and repeated patterns of negative or harmful behavior.
9. Participate in morning and afternoon meeting in a positive manner and share Student Council information appropriately with a positive attitude.

SECTION I: GRISWOLD BOARD OF EDUCATION POLICIES

BOARD POLICY REVIEW GUIDELINES

The Griswold Board of Education has developed a comprehensive set of policies to govern the Griswold Public Schools. Parents/guardians/interested parties are welcome to stop by the Superintendent's office to review the entire collection of policies.

EQUAL EMPLOYMENT/EDUCATIONAL PROGRAMS

The Griswold Board of Education recognizes its responsibilities under federal and state statutes and regulations to promote equal access for all to employment and educational programs.

It is the policy of the Griswold Board of Education not to discriminate in any of its educational programs, activities or employment practices on the basis of race, sex, national origin, color, religion, handicapping condition, age, sexual orientation, or marital status.

Griswold Public Schools employees, students, Board of Education members, as well as any contractor, individual, and organization working for or within the schools shall honor this policy.

A notice shall be posted in school offices, the central office, and faculty lounges. The policy shall also be distributed to all employees. Students and parents shall be informed yearly. This statement shall appear on all printed materials (e.g. applications, bids) subsidized by the Griswold Board of Education including student publications.

The Superintendent of Schools shall appoint a coordinator(s) for Title IX, Section 504 and any other applicable statutes, which may require a coordinator. A person(s) who feels that discrimination has occurred may file a complaint with the appropriate coordinator (see below).

STATEMENT OF NON-DISCRIMINATION

In compliance with Title VI, Title IX and Section 504 of the Rehabilitation Act of 1973, the Board of Education does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, religion, sexual preference or disability in hiring and employment practices and establishing and providing school activities and educational programs.

Title IX Coordinator – Sue Rourke – 376-7600
Civil Rights Coordinator – Sue Rourke – 376-7600
Section 504 Coordinator – Suzanne Alfiero – 376-7681

RELEASE OF INFORMATION

The Griswold School system shall not permit the release of personally identifiable records or files or personal information contained therein of students without the written consent of their parents to any individual, agency or organization other than the following:

- a. Other school officials including teachers within the educational institution or local educational agency who have legitimate educational interests.
- b. Officials of other schools or school systems intending to enroll, upon the condition that the student/parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
- c. Authorized representative of the Comptroller General of the United States, the Secretary and Administrative Head of an educational agency, or state educational authorities.
- d. In connection with a student's application for, or receipt of, financial aid.
- e. General directory information concerning a student's name, grade and home address, unless specifically notified not to do so by a parent or legal guardian. Parents will be informed of this policy provision at the beginning of each year.

- f. Griswold staff has used children's photographs, videos, etc., as a means of acknowledging the child's efforts and recognizing excellent programs.
- g. Parents should notify the Director of Guidance in writing no later than September 15 if they do not wish general directory information to be released.

DIRECTORY INFORMATION

Regarding student records, certain information about students is considered directory information. Directory information includes: A student's name, address, telephone number, date and place of birth, 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. Directory information may be released by the district to anyone who requests it, unless the parent or eligible student objects to the release within ten school days of the time this notice is issued.

AGE OF MAJORITY

Connecticut General Statutes, Sec. 1-1D establishes 18 years of age as the age of majority. As a result, the following regulations have been adopted by Griswold Alternative High School.

1. All school regulations, including attendance matters, shall apply equally to all.
2. **The school system recognizes its responsibility to the parents regardless of the age of the student in its charge. All contacts should continue to be maintained with the home. Eighteen-year-old students may request direct communication and parents shall be notified of that action. The school will, nevertheless, continue to inform the parents of all students who reside at home and/or continue to receive support from parents.**

AGES OF ATTENDANCE

Parents and those who have the control of children five years of age and over and under sixteen (under eighteen years of age, effective July 1, 2001) are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Effective July 1, 2001, the parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of sixteen and who has voluntarily terminated enrollment in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

HOMELESS STUDENTS

School aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act, (NCLB), as listed below:

- Public notice of the educational rights of homeless children is disseminated on request where such children receive services.
- Homeless children and youth are identified by school personnel and through coordination with other agencies.
- Homeless children enroll in and have a full opportunity to succeed in school.
- **Please contact Griswold High School's Homeless Liaison for more information:
Penny Avalos 376-7640**

MISSION STATEMENT

The mission of the Griswold Public Schools is to educate for excellence in a safe and accepting atmosphere, thus inspiring students to maximize their potential and develop into confident and contributing members of society.

The Griswold Public Schools will attain its mission by:

- Nurturing a culture and climate where safety, order, communication and accomplishment are fundamental and where integrity, respect, compassion, trust, diversity, and healthy choices are expected and valued.
- Inspiring teachers and learners to develop knowledge, skills and individual talents.
- Providing hands-on opportunities that expose students to a variety of community and real-world experiences.
- Promoting high standards and excellence in academic, social, civic, physical, artistic, and technological endeavors.
- Improving achievement and programs by analyzing, reporting and using student performance data.
- Selecting and retaining high quality staff, investing in their ongoing growth, and involving them in collaboration, reflection and problem solving.
- Inviting families to serve as partners in their children's education through opportunities that support learning, volunteering, decision-making, and educational advocacy.
- Engaging the community as learners and as proud caretakers of strong educational values for future generations.
- Preserving the campus environment and other features that contribute to the uniqueness of the Griswold district.
- Utilizing all resources (people, time, materials, and facilities) to further expand the vision and horizons of the Griswold Public Schools.

Adopted February 18, 2004

SECTION II: GRISWOLD ALTERNATIVE SCHOOL POLICIES

Students who attend Griswold Alternative High School are eligible to earn a Griswold High School diploma by meeting the requirements specified in the Individual Education Plan or 504 Plan. Students may participate in any activities at Griswold High School for which they are eligible, including sports, clubs, dances, and class fundraising events. It is understood that the goal of most Griswold Alternative School students is to gain the skills necessary for transition back to Griswold High School, and therefore they must be aware of the expectations for student behavior at GHS. For this reason, the GHS mission statement is included here, along with modified policies specific to the Griswold Alternative High School environment.

GRISWOLD HIGH SCHOOL MISSION STATEMENT

The faculty and staff of Griswold High School provide a safe and accepting atmosphere in which all individuals learn, broaden their horizons, and achieve their full potential. Through the high expectations of a diverse and challenging curriculum, students acquire the knowledge and skills essential to take their places as responsible citizens and productive members of society. In alliance with the community, parents, students and faculty share responsibility for the success of the mission.

21st Century Learning Expectations

The Griswold High School graduate:

1. Will communicate and receive information utilizing, reading, writing, speaking, and/or artistic/creative expression.
2. Will engage in critical thinking and effective problem solving.
3. Will use real-world digital and other research tools to assess, evaluate and effectively apply information appropriate to authentic tasks.
4. Will take responsibility in both independent and cooperative learning environments to achieve goals.

Civic and Social Expectations for Student Learning

The Griswold High School graduate:

1. Demonstrates respect for all members of the school community
2. Manages time to meet the demands of academic responsibilities along with social and extra-curricular activities
3. Accepts responsibility for his or her own actions and behavior
4. Recognizes the importance of social and civic responsibilities to a community
5. Exhibits an understanding of diverse perspectives and cultures
6. Understands the importance of physical fitness and healthy lifestyle choices

Faculty Approved: 5/3/05

Board of Education Approved: 5/9/05

Revised: 3/26/07

SCHOOL CLOSING/CANCELLATION

In the event of inclement weather, the following stations will broadcast school closing/delay notices:

WCTY (97.7 FM)
WILI (98.3 FM)
WKSS (95.7 FM)

WICH (1310 AM)
WSFB (Channel 3)
WVIT (Channel 30)

Q105 FM
WTNH (Channel 8)
WDRC (102.9 FM)

The Connect-Ed automated phone service will be used as one form of communication with families in the event of cancellations, delayed openings, and early dismissals. Parents and students should pay close attention on questionable days. Whenever possible, the administration will choose a DELAYED OPENING rather than a cancellation.

<i>TWO HOUR DELAY</i>	
Arrival	9:30
ADJUSTED SCHEDULE FOR REMAINDER OF THE DAY REGULAR DISMISSAL TIME	

CHANGE OF ADDRESS

All changes in address/telephone number are to be reported to the Case Manager as soon as possible after the change occurs.

STUDENT IDENTIFICATION CARDS

Students will receive a picture identification card shortly after the beginning of the school year.

WORKING PAPERS

If a student obtains employment when he/she becomes sixteen (16), he/she must acquire “working papers”. The GHS Main Office, issues working papers Monday-Friday during school hours. A student should present a “Promise of Employment” form completed by the employer as well as a “birth certificate or drivers license” to be issued working papers.

TRANSITION SERVICES

(Mike Urgo, Transition Coordinator)

Transition Services assist students in acquiring the knowledge and skills essential to take their places as responsible citizens and productive members of society.

The focus of the Transition Services Program at Griswold Alternative High School is to assist students sixteen and older with transitioning from high school to adult life. One aspect of the program offers students the ability to try a variety of work experiences “on for size”. This portion of transition services is called the work-study program. Thanks to the generous support of local businesses, students are able to explore the world of work.

The work-study program is a privilege provided to eligible students. Throughout the school year, work-study students may be referred to the transition coordinator by their case manager. Prior to beginning a work-study program, students meet with the transition coordinator. The transition coordinator reviews the program, expectations and rules regarding the student’s participation. Students discuss career interests and complete a required student contract. Participating students also discuss the importance of the signed contract and expectations while on the job site and in school. In the event that the student breaches the contract, the school reserves the right through the principal or transition coordinator to suspend the privilege of participation in the work-study program.

STUDENT AGENDA PROGRAM

Each student is given an agenda at the beginning of the school year. The agenda is the property of Griswold Public Schools. A five-dollar replacement fee will be charged to all students who lose, deface, or destroy their agenda.

Why Do We Issue Each Student a School Agenda?

This School Agenda has been designed to help students manage their time and plan their day, so they can take an active part in controlling their own academic achievement.

All students attending Griswold Alternative High School are **required** to maintain and carry an agenda at all times.

Teachers, will expect students to record homework assignments in their agendas, and they may ask students to show them that this has been done. All students will be aware of exactly what each teacher expects and when it is due. In addition, students may be expected to keep a record of their achievements, test scores, and grades for assignments, presentations or projects in the "Record of Achievement" section in the booklet. Students should be aware of exactly what each teacher expects and when assignments are due. Students should also be aware of their standing in each course at anytime during the year.

AGENDA PROGRAM OBJECTIVES

Improve academic performance
Track homework
Teach goal setting
Teach time management

AGENDA PROGRAM EXPECTATIONS

Students carry their agendas to each class
Students will record assignments and projects in their agenda
Students mark each assignment as completed and submitted
Teachers will check agendas regularly

DRESS AND APPEARANCE

Griswold Alternative High School is a place of business where students are learning academic, social and workday skills. Students are expected to wear attire appropriate for business/school day activities that is not distracting to the educational environment. In order for a positive learning environment to prevail, the following expectations have been established:

- Clothing should be clean and neat; ripped or torn clothing is not acceptable; underwear garments are not to be visible.
- Tops and shirts should cover the waistband and show no cleavage; muscle tops, spaghetti strap tops, tube tops, tank tops, and beachwear are not acceptable. Shoulders must be covered; see-through items are not allowed.
- Skirts and shorts must be worn at the waist and at least fingertip length; a slit may not be open above fingertip length; sagging pants, jeans, etc., as well as spandex are not acceptable.
- Footwear requirements of particular classes must be followed (i.e., P.E., Foods, Construction, etc.).
- Head coverings (hats, sweatbands, hoods, "do-rags," bandannas, scarves, etc.) may not be worn inside.
- Sunglasses may not be worn inside.
- Clothing with pictures or sayings of a profane or suggestive nature, or related to drugs, alcohol, or any illegal substance is prohibited; clothing advertising any product or service not permitted by law to minors is also prohibited.
- Apparel should not present a threat to the health or safety of others; chains or metal studded items are not permitted.
- The wearing of apparel or accessories signifying gang or group affiliation is not permitted.
- All outerwear items (jackets, heavy sweatshirts, windbreakers, winter vests, etc.) are to be stored and not worn indoors.
- Students are expected to comply when asked by a staff member to adjust any clothing or to remove inappropriate items. Students who refuse to comply or whose appearance or dress interferes with the learning process may be referred to an administrator. Standard discipline referral procedures will be followed.

EXCESSIVE PHYSICAL CONTACT

Students are expected to refrain from public displays of affection in school. Excessive embracing and kissing can be embarrassing or offensive to bystanders and is inappropriate behavior in an educational environment.

Students are not permitted to engage in horseplay that involves touching another person or their belongings. Students must not hit, push, shove, kick, poke, pinch, trip, or cause a student to fall or stumble even in fun. Students are not permitted to take another's hat, clothing, or belongings.

GAMBLING

Gambling is **NOT PERMITTED** in school. This includes card playing for money, betting pools of any type, and other games of chance.

BUYING/SELLING

Students are not permitted to bring any personal items for sale to school or on the bus. No exchanges of money or barter between students will be allowed during school hours or on school transportation. Students are strongly encouraged to leave all valuables and cash at home.

LOCKERS

Each student is assigned a locker at the beginning of the school year. Lockers are intended for books, notebooks, assignments, mail, book bags, and other items for use in school and school-sponsored activities. Students are cautioned against bringing valuable or personal property to school. GAHS assumes no responsibility for articles misplaced or stolen.

The Griswold Board of Education or its designee, reserves the right to search the storage areas, backpacks, person and personal belongings of a student when it is believed to be necessary for the maintenance of the educational process; to protect the health, safety or welfare of other students; or whenever there are reasonable grounds for suspecting that such a search will turn up evidence that the student has violated or is violating the law or rules of the school.

USE OF SURVEILLANCE CAMERAS

The Board of Education and building administrators may use video surveillance on school transportation vehicles and in and around the school campus: 1) to monitor and protect District property; 2) to foster the safety and security of student, staff, and visitors while at work or participating in school functions; 3) in response to specific inquiries and proceedings relating to law enforcement; and 4) when warranted, for specific student discipline. Further information about the use of video surveillance can be found in the Board policy 5131.111.

MONEY

Money should never be left in a student's locker. Please bring all money to the office with your name clearly marked. It will be placed in the office safe, and returned at the end of the school day.

TELEPHONES

As it is disruptive to the educational process, students **WILL NOT** use the school telephone without specific permission during the school day. Emergency telephone calls may be made with the assistance of your **teacher or support staff**. Calls to check on rides home or to be dismissed from school **ARE NOT** considered an emergency.

USE OF BEEPERS - PAGING DEVICES/CELLULAR TELEPHONES

PLEASE NOTE: Students are allowed to carry concealed cellular phones in school for the sole purpose of contacting parents in case of a serious emergency.

The use of paging devices and cell phones during the academic day or at school performances or events disrupts and interferes with the educational process and performances and will not be tolerated. Students will be subject to disciplinary procedures and confiscation if devices are visible and/or used during school hours, on school transportation, or at school performances or events. Parents, upon appearing at school, will be given the confiscated devices. Repeated violation of this policy shall result in confiscation of the device and its forfeiture to the District.

The Principal may grant written permission for use of a device by a student if the student or his parent or guardian establishes to the satisfaction of the Principal that a reasonable basis exists. **Emergencies that threaten the safety of students, staff or other individuals are exempt from this policy.**

Students shall not possess or use laser pointers and attachments unless under teacher supervision for instructional purposes.

Legal Reference:	PA 95-304	An Act Concerning School Safety
	PA 96-108	An Act Concerning Students Use of Telecommunication Devices and the Establishment of Graduation Dates
Policy adopted:	January 11, 1999 Griswold Public Schools	
Policy revised:	November 10, 2003 Griswold, Connecticut	

HOW INFORMATION IS SHARED

Griswold Alternative School has established many tools that students and staff members may use to get and post information for everyone to see. Information pertinent to athletics, club and team meetings, upcoming test schedules (CAPT, SAT's etc.), dealines, and countless announcements are posted and shared regularly. Some, but not all, resources that you can access include:

- Morning announcements during morning meeting.
- 4 LCD TVs posted in the GHS main lobby in front of the Cafeteria, the Main Office and the Auditorium
- LED sign posted above the Snack Shack in the cafeteria
- Various bulletin boards and display cases around the school
- Griswold High School website
- Connect-Ed phone & email communications

In addition to these resources, be sure to ask teachers and staff. Remember, you are not to expect that others will remind you of your obligations. This is your responsibility. Always ask a staff member if you have a question.

BULLETIN BOARDS AND POSTINGS

Bulletin boards are essential for communicating information about the official and social life of Griswold High and Alternative School. The following guidelines should be observed:

1. Notices may not be posted without permission of a faculty member.
2. All notices should be neatly lettered.
3. Posters and notices should clearly indicated the date, day, time and place of the event or meeting.
4. Groups/individuals should remove posters/notices when the event has happened.
5. Unauthorized posters/notices will be removed by the administration.

MORNING ANNOUNCEMENTS

Morning announcements that are deemed to be of relevance to the GAHS community will be read at our daily morning meeting. Please listen carefully.

ASSEMBLIES

An assembly is called when important information is discussed with a class or for a student performance. Students are expected to enter the auditorium and be seated promptly in the designated area for each class.

Appropriate behavior is expected.

PARENT ADVISORY COUNCIL

Parent Advisory Council (P.A.C.) meetings are held in the Library Media Center at 7:00 pm on the first Wednesday of each month. All parents are invited to participate in the meetings which involve an information session related to pertinent topics, a Principal's report, and a question and answer session. Meetings begin in September and continue monthly through June.

VISITORS

All visitors at the Alternative School must report to the office before proceeding to a designated area in the building. All GHS visitors must sign in and out at the High School main office. Visitors will be issued a visitors pass to be worn while in the building.

TEXTBOOKS

Class textbooks are issued to students at the beginning of each school year. These books are the property of Griswold Alternative School and are on loan to the individual student and should be treated with care. Students are encouraged to cover books to reduce wear and tear.

At the end of the course, the student is responsible for the condition of the textbooks issued to him/her. If a book is lost or returned in poor condition, the student will pay the replacement cost of the book.

INSTRUCTIONAL MATERIALS

The student is responsible for pads, notebooks, writing materials and other such items necessary for class work. It is each student's responsibility to come to class fully prepared and ready to participate in a learning experience.

Library books, textbooks, instruments, uniforms, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the public's property, and should be appropriately cared for. Students must pay the full replacement cost of any book or material lost or damaged beyond ordinary wear.

Students who fail to return or pay for texts and materials promptly may be excluded from extracurricular activities and ceremonies such as high school graduation.

COMPUTERS

The Griswold Public School District believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with electronic information service. It is therefore imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state, and federal laws.

Free access to the computer network implies a level of trust and personal responsibility on the part of each user. It is expected that activities conducted on the computer network will be appropriate for the educational environment and within the expected and intended use. All users are expected to co-exist on the network and any one person's use will not negatively impact access or infringe upon the use of any other person.

1. Users are expected to remember their login names and their personal passwords. Students are cautioned against sharing their passwords with others to prevent unauthorized access to files. Private passwords safeguard the integrity of each user's files on the network.
2. Programs are loaded onto the network for use within the scope of the GPS network. Any attempt to download programs to disk for personal use at another site is software piracy (i.e. theft). Abusers may forfeit access to the

- network and may be subject to the school discipline policy.
3. The network administrator and faculty have selected programs on the network to fulfill specific needs within the educational environment. Computer games or entertainment programs do not fall within these guidelines. Students are not permitted to load additional programs to their own files on the network or to the hard drive of any computer from disk, or to download programs from any other drive on the network to their own files. Abusers may forfeit access to the network and may be subject to the school discipline policy.
 4. Computers with individual CD-ROM drives have been set up and configured to work with the CD-ROM programs available in various areas. Students found tampering with or altering the setup/configuration of any computer, thereby infringing on the use of the next person, may forfeit their access to these areas and may be subject to the school discipline policy.
 5. Students are expected to notice and comply with any written instructions posted on any individual computer in any area of the building as well as any verbal instructions given by the person in charge of the area (i.e. "Do not log out of this computer").
 6. Any problems with any computer should be addressed immediately to the faculty in charge of the area.
 7. The administration and the network administrator reserve the right to modify and/or expand these guidelines as the changing technology or situation may warrant.
 8. Any misuse of a computer may subject students not only to GAHS sanctions, but also to applicable Connecticut General Statutes, including Section 53a-251, "Computer Crime."
 9. GAHS students are not permitted to use any websites that have chat rooms, chat capabilities (including online games), or e-mailing functions. Students may not access or use websites that contain content deemed inappropriate for school, including violent, sexual, drug or alcohol themes.

LIBRARY MEDIA CENTER

The goal of the Griswold High School Library Media Center is to be the central point for student and teacher activities. The Library Media Center is staffed by Mrs. Sasso, certified Library Media Specialist and Maureen Poitras, certified Library Technical Assistant. We strive to educate our students to search for and manage information effectively and efficiently and encourage our students to be life-long learners. The mission is accomplished by:

- Offering a place for academic work during study halls and after school based on personnel availability.
- Providing instruction in Information Literacy; including research techniques and evaluation of information.
- Offering activities that stimulate interest in reading for information and pleasure.
- Maintaining a collection of resources and reading materials for all readers in various formats.
- Supporting the school's curriculum and reading initiatives.

Students who are registered for Virtual High School courses use the computers in the library during that class period. A coin-operated photocopy machine is available for student use at a cost of .05 cents a copy.

We have four Barnes & Noble Nooks (ereaders) available for student loan for a four week period. Before students are allowed to check the Nook out, they must hand in a signed permission slip from their parent/guardian. In signing the permission slip, the parent/guardian agrees to be responsible for the replacement cost of the Nook (\$130.00) if the item is lost or damaged.

Students are welcome to use the Library Media Center for academic work during Study Hall and WEB. It is expected that students will conduct themselves in an appropriate manner, being respectful to the property and other people in attendance at all times.

Books are checked out for a four week period. If books are not returned the student is responsible for the replacement cost of the item. Seniors are required to pay all outstanding fees before being allowed to participate in Senior activities at the end of the school year.

FIELD TRIPS

Trips away from campus can be valuable teaching tools, providing real life experiences, demonstrations, and hands-on activities related to curriculum goals. Field trips designed to stimulate student interest and inquiry provide opportunities for social growth and development and are considered appropriate extensions of the classroom.

Student participation in field trips is subject to the following guidelines:

1. Students participating in a school-sanctioned trip must submit an authorized permission slip, signed by a parent/guardian. Any money necessary for the trip should be submitted at the same time.
2. Students are expected to participate in all scheduled field trips deemed part of their educational program. Unexcused absences may be detrimental to their academic progress.
3. Students participating in field trips are responsible for all class material covered that day in their other classes (for example, if they are enrolled in a class at GHS they must make up missed assignments).
4. Exemplary conduct is expected of all students involved in a school-sanctioned trip. All school rules are in effect while on the trip.
5. Students are to leave from and return to school in the transportation provided.
6. Participation in certain field trips may have academic or behavior qualifying requirements, with approval of the administration. The administration reserves the right to limit/deny a student's participation at any time.

CAFETERIA GUIDELINES

Griswold Alternative High School students are transported to the Griswold High School cafeteria for lunch on a daily basis. GAHS teachers will accompany GAHS students on the bus and in the cafeteria. Students may sit at any table of their choice unless they are demonstrating behavioral difficulties and need to be near the teachers. All GAHS students are expected to attend lunch in the cafeteria. Refusal to get on the bus will result in disciplinary consequences and/or referral to the administrator. Any student who has a medical or emotional reason to avoid the cafeteria environment may be accompanied to a separate room on the campus to eat his or her lunch. Staying at Griswold Alternative School during lunch is not allowed as the building is closed. The only exception is students who have been held back under supervision due to disciplinary problems. These students will be offered a hot lunch from the cafeteria.

<p>All food and drinks are to be consumed in the cafeteria. No food or drinks are to be taken out of the cafeteria.</p>

Each day, the GHS cafeteria serves a hot lunch, a variety of a la carte items, and milk for purchase by students and faculty. Applications for free or reduced-price lunches are distributed to all students at the beginning of the school year. The patio area is reserved for members of the senior class.

Common courtesy is expected from all students in the cafeteria and on the patio area.

All students are expected to:

1. Consume all food items within the cafeteria/patio
2. Keep the table areas clean; return all trays and utensils to the dishwashing area
3. Deposit all refuse in designated receptacles; deposit all recyclables in the proper containers
4. Use good table and eating manners
5. Speak in a conversational tone of voice without shouting
6. Proceed directly to the cafeteria during their assigned lunch wave; no one should be "late"
7. Remain seated in the cafeteria until the dismissal bell rings
8. Observe the designated entrance and exit doors for smooth traffic flow

Students are not to:

1. Cut in line
2. Save a place in line for anyone
3. Leave a lunch line & expect to return to the same place in line
4. Loiter or stand near the railing
5. Ask others to purchase food for them
6. Pass money to anyone who is in line for any reason
7. Throw or toss anything at or to another person

- Sit at the ends of the tables

RECYCLING

Recycling is essential to maintaining a healthy environment. As an educational institution we are responsible for teaching/learning about conservation and resource management. We accomplish this by educating you both in and out of the classroom. Please, pay attention to your teachers and to the recycling bins located in the cafeteria and throughout the building. Remember, recycling is everyone's responsibility and you do make a difference.

Please contact your building Principal if you have any questions about your school's recycling program.

SCHOOL COUNSELORS

School Counseling services are available by appointment to each student at GAHS. These services include assistance with course/program selection, interpretation of test scores, college and other post-secondary planning, and career information. The School Counseling offices are located at Griswold High School. Students requesting to meet with a School Counselor should:

- Obtain an appointment with the assistance of the student's Case Manager.
- Make an appointment during an assigned study, class, or lunch period; a teacher may call the School Counseling office to check on counselor availability and willingness to meet with a student. Students should be advised that going to the School Counseling office without an appointment is not allowed due to time constraints. In some cases, School Counselors may come to Griswold Alternative High School to meet with a student or a group of students.

Suzanne Alfiero, School Counseling Director

Grade 9-12: A-C

Kathy Kissack, School Counselor

Grade 9-12: D-M

Elaine Mattern, School Counselor

Grade 9-12: N-Z

PROGRAM OF STUDIES

The GHS Program of Studies Booklet is distributed annually to students in early spring, when it is time to choose courses for the next school year. The booklet contains course descriptions, course sequences, curriculum requirements, graduation requirements, and other information to help students with their educational planning. Courses offered at Griswold Alternative High School will match course offerings at GHS as closely as possible within the limitations of the smaller program. The student's Case Manager will assist with appropriate course selections to meet graduation requirements and the student's interests.

COURSE CHANGES

Under all but the most unusual circumstances, no changes of courses will be allowed after August 31 for the ensuing school year. Changes requested for certain pressing reasons would be allowed during the first two weeks of school. Students who drop courses beyond this time frame will receive a final failing grade of withdrawal (60). These changes must have written approval of the parent/guardian in conjunction with the School Counselor. This applies to students over the age of 18 as well as those under age 18.

Note: In the case of moving up or down a level in the same course, any posted quarter grade(s) and the grade to date of withdrawal will follow a student to the new course level.

DROPPING A COURSE

Students are not normally allowed to drop a course for which they have registered. In those instances when a course is dropped, it is done so only with the permission of the parent/guardian and guidance counselor, regardless of the age of the student. When a course is dropped, the student will receive a grade of withdrawn (W) or a grade of withdrawn (60). A withdrawn (60) grade has the effective weight of an “F” in the student’s cumulative average and for honor roll purposes.

Dropping a full-year course after the end of the first marking period, but before the end of the first semester will result in a grade of withdrawn (60) for the first semester. Dropping a full-year course after the end of the first semester will result in a grade of withdrawn (60) for the year. Semester length courses will be handled in a similar fashion proportionate to the number of weeks the class is in session. **A course must be completed in order for a student to qualify for summer make-up.**

PSAT – SAT – ACT COLLEGE ADMISSIONS EXAMS

The School Counseling Office administers the PSAT exam to juniors and honors sophomores in October. Students can register for the PSAT exam by signing up in the guidance office. The high school *is* a test site for the ACT exam in October and June; the SAT exam is offered in conjunction with other area school districts. Paper registrations for the SAT and ACT are available in the School Counseling office or by registering online.

SAT www.collegeboard.com

ACT www.act.org

PERIODIC GRADING SYSTEM AND EXAMS

Grades are given in terms of an agreed upon system. Numerical grades are used on report cards. The letter equivalent of the numerical grades is listed below. The first and second semester grades should be average for one final grade for the year.

Exams will count as 1/5 of the semester grade. Mid-term and final exams are mandatory for students.

GRADING SYSTEM

90 - 100 = A

80 - 89 = B

70 - 79 = C

65 - 69 = D

64 or Below = F

The primary purpose of grading is to keep parents and students fully informed of a student’s progress and to provide a continuous and accurate record of each student’s achievement for use in instruction. The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty upon recommendation of the Superintendent of Schools. (Cf. 5124 – Reporting to the Parents)

WEIGHTED GRADES

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

GRADE WEIGHTING/CLASS RANKING

High school courses are assigned to one of four categories according to the following:

Honors—Courses offered at this level are designed for the gifted student who is extremely motivated and demonstrates a high degree of interest in the subject area. In some instances, college credit may be earned.

Level I—Courses offered at this level are designed for the above average student with a high degree of interest and a willingness to work in some depth within a subject area.

Level II—Courses offered at this level are somewhat less demanding than Level I courses but are of greater challenge than courses offered for the average student.

Level III—Courses offered at this level are appropriate for students who have demonstrated the ability to work at a level challenging to the average student.

Weighting System

Honors	Final Grade x 1.15 = Quality Points Example: 80 x 1.15 = 92.0.....	Level II	Final Grade x 1.05 = Quality Points Example: 80 x 1.05 = 84.0
Level I	Final Grade x 1.10 = Quality Points Example: 80 x 1.10 = 88.0	Level III	Final Grade x 1.00 = Quality Points Example: 80 x 1.00 = 80.0

Weighted grades are used only for class rank and do not affect honor roll or grades recorded on permanent record.

CALCULATIONS OF CLASS RANK

Class rank is recognized as an ordering of high school students by academic achievement. The weighted system is applied to class ranking. Class rank serves a variety of purposes. Class ranks are periodically recalculated and may reorder students in rank at various points in a high school career.

For the purposes of determining class valedictorian, salutatorian, and marshals, class ranks will be recalculated after the third quarter of senior year. While actual rank will be determined by calculation, privileges, honors, and awards associated with the rank will be assigned at the discretion of school administration. Such may be withheld as a result of discipline or other just cause.

Policy adopted: April 12, 1999
Policy revised: January 10, 2000

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

HONOR ROLL

80 - 86.99	General Honors	Nothing below 75
87 - 92.99	Honors	Nothing below 80
93 - 99.99	High Honors	Nothing below 85

PROGRESS REPORTS

Notices from teachers informing parents of a student's incomplete work, skills needing attention, or "in jeopardy" of failure are mailed, e-mailed, or telephoned directly to parents anytime between marking periods. Most are sent at the mid-point in the marking period.

COURSE INCOMPLETES

Incompletes must be cleared no later than 10 days after the end of the marking period. Non-completion of necessary work may result in a failing grade for the quarter.

STATE MANDATED HEALTH EDUCATION
&
POLICY FOR EXEMPTION FROM AIDS INSTRUCTION

All 9th Grade students are required to take Health Education and receive a passing grade to be eligible for a GHS diploma. As part of Health Ed, students will receive instruction about AIDS as taught by legally qualified teachers. Students may be exempt from AIDS Education and Human Sexuality Education upon written request from a parent/guardian.

SENIOR EXEMPTION POLICY

With a 90 average and teacher discretion, a senior may be exempted from the final exam in a semester long or full-year course. Seniors, who are not exempt and refuse to take their final exam, will not be allowed to participate in the graduation ceremony.

PHYSICAL EDUCATION POLICY

One credit (two semesters) in Physical Education is required for graduation. In addition, all students enrolled at GAHS will be enrolled in a group P.E. course as part of their educational program, regardless of credit requirements. All students must participate in class activities as assigned by the teacher.

If a student is unable to participate in P.E. for a medical reason, a statement signed by a physician, clearly stating the limitation and the length of time the student is to be excused from participation must be presented to the Nurse in the Health Office. It is the student's responsibility to procure and turn in excused P.E. documentation.

EXTRA HELP

Griswold Alternative High School faculty members are committed to helping students achieve academic success. Extensive efforts are made to work with students individually whenever possible to improve their organizational and academic skills, and there are specific classroom periods devoted to this purpose. When extra help is needed in a subject, arrangements can be made with the teacher to establish a mutually convenient time.

MAKE-UP WORK

All students will be given the opportunity to make up work missed because of absences. It is mandatory that students who are absent assume responsibility for making up missed work. The time period allotted for make-up work is determined by each class teacher, but no more than five school days after the student's return. Students may be restricted from social breaks with peers until course work is brought up to date. Students who cut classes or who are truant may not be allowed to make up work and may be given a zero for that class/classes.

All homework requests require 24 hours notice and teachers will make every effort to fulfill requests as soon as possible.

ENGLISH MAKE-UP POLICY

Students failing an English course and denied credit are not allowed to register for two English courses the following year. The one exception is that seniors may enroll in English III and English IV if necessary. It is suggested that English failures be made up immediately in summer school or through private tutoring.

A junior who does not successfully pass sophomore English during the school year or through summer school will be retained. A student cannot complete three years of English in the senior year.

GRADUATION REQUIREMENTS / EXIT STANDARDS

To qualify for a diploma from Griswold High School, the following requirements must be met: All Students must take a minimum of 5-1/2 credits per year.

Total Credits Required for Graduation: 22

All students must meet the following requirements:

4 years of English.....	4 credits
3 years of Social Studies	3 credits
2 years of Science.....	2 credits
3 years of Math.....	3 credits
2 semesters of Physical Education	1 credit
1 semester of Health.....	½ credit
1 semester of Financial and Professional Management.....	½ credit
2 semesters of Computer Applications.....	1 credit
1 year of Art/Voc Ed.....	1 credit
Pathway electives.....	6 credits
TOTAL	22 required credits

CREDITS

Twenty-two credits are required for graduation. Students are promoted to the next higher grade (and as a result move into a higher grade homeroom) according to the following accumulation of credits:

Grade 9 to Grade 10	4.5 credits
Grade 10 to Grade 11	10.5 credits
Grade 11 to Grade 12	16.5 credits

A student’s grade classification depends upon his/her actual earned credit status, not on the number of years he/she has been in high school.

GRADUATION

I. Required Performance Standards for Graduation:

- A. Language Arts: By the end of Grade 12, students will produce a literature-based essay that is focused, organized, elaborated, and edited for Standard English conventions.
- B. Math: By the end of Grade 12, students will apply proficiently a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real-world problems: to facilitate inquiry and the exploration of real-world phenomena, and to support continued development and appreciation of mathematics as a discipline.
- C. Technology/Applied Education: By the end of Grade 12, students will know about the nature, power, influence, and effects of technology and will be able to design and develop products, systems, and environments to solve problems.
- D. Science: By the end of Grade 12, students will know the basic concepts of, and the interrelationships among, the life, physical and earth sciences, and will be able to apply scientific skills, processes and methods of inquiry to real-world settings.
- E. Social Studies: By the end of Grade 12, students will develop the ability to apply content knowledge to developing and presenting arguments, analyze data to determine cause/effect relationships, and assume the responsibilities of a citizen in a democratic republic.
- F. Connecticut Academic Performance Test (CAPT): All students must participate in CAPT Testing in order to be eligible for a diploma from Griswold High School. Students exempted from CAPT due to provisions of their Individual Educational Plan (IEP) will be required to meet specific performance criteria determined by the Planning and Placement Team (PPT).

II. Demonstration of Performance Standards:

Students will have multiple opportunities to successfully demonstrate their proficiency levels on state and district-developed assessments. In order to meet the grade level exit standard, they must meet the criteria on at least one of the following assessments.

- A. Language Arts:
 1. State Assessment Criteria: Achieve a score on level 3 or above on the CAPT on the Reading Across the Disciplines area of the test.
 2. District Performance Task Criteria: A student who has not met the CAPT goal shall, in the junior and senior year, have several opportunities to respond to a literature-based question in writing that is focused, organized, elaborated, and edited for Standard English convention. Opportunities will be offered within the context of course content, or given at a separate testing time during the midterm and final session. A senior who has not yet achieved goal will be required to take Senior English Seminar to address the writing goal.

B. Math:

1. State Assessment Criteria: Achieve a score on level 3 or above on the Math portion of CAPT.
District Performance Task: Within the content of the course in which the student is enrolled, he/she will satisfactorily complete multi-step mathematical problems, which require demonstration of basic math operations within the real number system. The student will be provided with any required formulas and may use a calculator in completing the task. The student will explain in writing or in a pictorial, graphical, or algebraic representation either how he/she arrived at each answer or justifies each answer. Four testing opportunities will be given including a session during the mid term and final exams.

C. Technology/Applied Education:

1. State Assessment Criteria: The criteria has not yet been established.
2. District Performance Task: All students will demonstrate specific knowledge of or an experience with one of the career clusters. Within the content of the pathway in which the student is enrolled, he/she will successfully complete a problem-solving project utilizing appropriate technology. This project will be in one of the culminating courses listed as required in the junior/senior pathway.

D. Science:

1. State Assessment Criteria: Achieve a score on level 3 or above on the Science portion of CAPT.
2. District Performance Task Criteria: Successfully earn a third Science Credit. Within the content of the course in which the student is enrolled, he/she will satisfactorily complete a multiple-choice exam combined with a scientific lab application. The exam will be offered at mid-term and finals, as well as two other opportunities during each quarter.

E. Social Studies:

1. State Assessment Criteria: Achieve a score on level 3 or above on the Writing Across the Disciplines portion of CAPT.
2. District Performance Task: A student who has not met the CAPT goal, shall in the junior and senior year, have several opportunities to respond to an interdisciplinary prompt in order to achieve the equivalent of a score on Level 3 or above on the CAPT exam.

III. Alternative Course of Study if Requirements are not met

Seniors who are not eligible for graduation due to a failure to meet the district's exit standard performance criteria will do one of the following:

- Make arrangements for re-testing to meet the performance standard,
- Retake the CAPT
- Enroll in summer school and pass the appropriate requirements,
- Enroll in an alternative course, and/or
- Return and complete high school requirements.

IV. Special Circumstances:

- A. Transfers: Students who transfer from out-of-state during the school year (of the exit standard assessment) may be exempt from the district's exit standard performance criteria. High school students who transfer after having completed at least three years in another district may be exempted from the district's exit standard performance criteria. Previous assessments will be reviewed and could be used in place of the above criteria.
- B. Special Education: The Griswold Public School's Performance Standards apply to all students, including students requiring special education except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

The Griswold Public School's Performance Standards apply to all students, including students disabled under Section 504 of the Rehabilitation Act of 1973. These students may, however, receive accommodations in the test administrations.

V. Notification

Upon receiving CMT/CAPT results, the School Counseling office will mail notification to parents and students who did not meet the score criteria and will therefore need to meet the district's performance standard exit criteria. By the end of junior year, students who have not met the performance standard goal in any area will be notified and be required to enroll in a specific required course.

SUMMER SCHOOL CRITERIA

When a student fails to obtain credit for a course, make up credit for that course, may be obtained by attending an approved summer school or hiring a private tutor approved by the Guidance Director.

The following guidelines are summer school requirements:

1. A student must have at least a 55 final average and have passed a minimum of one quarter in order to qualify.
2. A student may only earn credit for one summer school course per subject area during their high school career.
Ex: John cannot earn credits for Eng. I, II, and III in summer school.
3. Excessive absences during the school year may prevent a student from qualifying for summer school. This determination will be made by administration.

Makeup Credit Eligibility/Requirements:

1. All Griswold High School and Griswold Alternative High School students are eligible.
2. The student will pay any and all costs incurred.
3. It is the student or guardian's responsibility to obtain a tutor.
4. Students must have been enrolled in the course at GHS/GAHS at the end of the school year.
5. A maximum of 2 credits may be made up in summer school/private tutor.
6. Student must have a minimum passing grade in makeup. Course credit and a grade of 65 will be given when the makeup is complete.

Approved Tutor Criteria

1. Must be certified in the subject area.
 2. A Griswold Public Schools faculty member is a preferred tutor.
- It is not recommended that the teacher who issued the failing grade during the school year conduct the tutoring.

Deadline for completion of makeup credit:

1. Summer School - Determined by the availability of grades.
2. Private tutor - All work completed/graded by August 15. The student must meet with the tutor for a minimum of 15 hours, or 7.5 hours for a one-semester course. Tutoring normally will be spread out over a period of 5 weeks.
3. Tutoring cannot be completed prior to graduation exercises.

Diploma Through Make-up

In order to qualify for a GHS diploma through makeup, course work must be completed within one year of the graduation date. A diploma will be awarded upon completion of graduation requirements.

HOMEWORK

Homework is an integral part of the learning process and includes opportunities for children to practice, prepare for, and extend classroom learning. It should be meaningful, engaging, and purposefully supports the curriculum while helping children develop responsibility and good work habits.

Homework can play an important role in a child's achievement, and should be assigned with consideration for the varying needs of children. Most homework is designed to be done independently and should be used by teachers to assist in planning future instruction.

It should be understood that each grade level serves as a foundation for the next and that the amount of time spent each night on homework should increase from one grade to the next.

Teachers

- Provide children and parents with clear explanations about homework policies and guidelines at the beginning of the school year or course.
- Design and assign homework that is meaningful, engaging and supportive of the curriculum.
- Ensure that children have been taught necessary skills and content prior to the assignment.
- Regulate homework assignments so that they conform to suggested time guidelines.
- Ensure that children have directions, expectations, materials and grading information necessary to complete homework assignments and long-term projects.
- Collect, check, grade or otherwise process homework in accordance with preset expectations, provide feedback and return in a timely manner.
- Make reasonable efforts to coordinate major homework assignments and routines with other staff that share the same students.
- Maintain communications with parents about homework and specific problems that occur.

Students

- Pay attention to teacher directions and record homework assignments as appropriate to grade/level.
- Organize and transport materials necessary for homework completion to and from school.
- Establish and maintain routines and schedules that are conducive to quality completion of homework.
- Complete homework and submit in a timely manner.
- Seek assistance as appropriate and necessary in clarifying and completing assignments.
- Report to teachers, problems with skill and concept attainment, volume of homework, or other circumstances that need attention.
- Use special program support for homework as needed.

Parents

- Become familiar with the homework policies and expectations for their child's level.
- Make homework a priority activity in daily routines at home.
- Guide children in establishing an appropriate schedule and setting for homework.
- Help child to maintain an appropriate balance between independence and assistance in completing homework.
- Monitor child's homework completion as needed.
- Ensure that significant or continuing difficulties with homework are reported to the teacher.
- Support recognition and consequences for homework habits.

TIME GUIDELINES

This is a recommended guideline and represents time on task. Some variances in homework are expected due to assignment difficulty, student pacing, and abilities. When the amount of homework consistently deviates to a significant degree, teachers should be advised.

Time guideline is recommended for the week to allow for flexibility in regards to the variety of assignment types at the high school level.

These times represent the total amount for all subjects and assignments. This time allotment includes long-term projects, but does not include independent daily reading.

Grade 9-12: 600 minutes/week

Policy adopted: May 27, 2003

**GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut**

GRADUATION CEREMONY

All Griswold Alternative High School students who have met the requirements for graduation will receive a Griswold High School diploma, and are eligible to participate in the regular graduation ceremony. The date of graduation is not set

until April 1 of the school year. Students may be denied participation in the graduation ceremony if they have outstanding obligations or fines owed to the school. In addition, students may be excluded from graduation exercises for disciplinary reasons.

The following is a list of student responsibilities and obligations that must be met prior to graduation:

1. Seniors must fulfill all final exam requirements, unless exempted.
2. All fees, fines and other monetary obligations must be paid in full.
3. All school property such as uniforms, equipment, instruments, books, and other loaned materials must be returned and in acceptable condition.
4. The student is not currently suspended from school or involved in expulsion proceedings.

VIRTUAL HIGH SCHOOL

Griswold High School students may enroll in courses through the Virtual High School (VHS) program. Selected juniors and seniors may take a variety of courses for additional learning opportunities. Application information can be obtained from school counselors, from Ms. Parker (VHS site coordinator), or the VHS web site at <http://www.vhs.org>

VHS courses include advanced academic courses, technical and specialized classes, and unique electives. Students are not permitted to enroll in any online course that is identical to one offered at GHS. Courses can be either a semester or a year in length and GHS course credit is awarded at completion. Enrolled students access courses from any computer with an Internet connection 24 hours per day. Teachers post assignments, information and discussion questions. Students reply through the VHS Blackboard interface and interact with the other students in the class via text postings.

VHS students are assigned to the Library Media Center one period per day and Ms. Parker acts as the on-site facilitator. Although students have the freedom to work on a VHS course at any time, instructors expect them to log into class daily and complete assignments by their due dates. **Students must be self-motivated and possess good computer skills.**

THE COLLEGE CAREER PATHWAY PROGRAM

The College Career Pathways Program (CCP) is a curriculum option available to Griswold High School students in conjunction with Three Rivers Community College or Quinebaug Valley Community College. Sophomores in the honors or level one math program with a GPA of 80 or above are eligible to participate in the CCP program during the junior and senior years. Sophomores complete the CCP registration form in the winter of their sophomore year. Students must complete all four courses within the program which include: Junior English Communication III, Algebra II, a specified science course and a specified career course.

This program offers students the opportunity to specialize in one of the following career studies:

Art History—Fine Arts
Accounting
Computer Services
Drawing—Fine Arts
Early Childhood Education
Engineering Technology
Food Services
Medical Assisting

Griswold High School students who successfully complete the CCP program earn a high school diploma and up to fourteen free college credits. All credit earned while a member of the program will be accepted at the local community colleges. Students can apply to other colleges and bring the transcript of their CCP course work for possible transfer credit. In order to earn college credits, a student must earn a final grade of 75 or better in all required coursework. Contact the guidance office for more information regarding the CCP program.

GRADS

GRADS (Graduation, Reality and Dual Role Skills) are available to pregnant and parenting students, both male and female. Students may enter the course any time throughout the school year for credit. GRADS classes focus on knowledge and skills related to positive self, pregnancy, parenting and economic independence. The four goals of the GRADS program are for students to:

1. Remain in school through graduation;
2. Appreciate the importance of prenatal care;
3. Learn practical parenting and child development skills; and
4. Set goals towards balancing work and family.

The GRADS faculty works closely with the school social worker and both adults are available to assist students who may be unable to enroll in the program for credit. Support services, agency referrals, and assistance with community agencies are offered as part of the program.

ON-CAMPUS RECRUITMENT

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student, or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents of the option to make such a request and shall comply with any request received.

WITHDRAWAL OF STUDENTS

The following guidelines are adhered to when a student is transferring or withdrawing from school.

1. The student must have signed permission from his/her parent or guardian.
2. The student must obtain a "Withdrawal and Clearance" form from the main office staff, and have it completed by the individuals indicated on the form.
3. The withdrawal will be finalized (student removed from rolls) only when one or more of the following occur:
 - a. A request for records from another school is documented in the School Counseling Office.
 - b. A sending town requests the School Counseling Office remove a student from the rolls.
 - c. The student reaches the age of 18 years.
 - d. Parent/Student (16 years or 17 years) choosing to drop out (including Adult Education) must sign both the "Acknowledgement of Option to Withdraw" form and the regular "Withdrawal and Clearance" form.
 - e. Reasonable efforts are made by school staff to contact family and complete paperwork. Including, and not limited to the following; (a registered letter, phone calls by the student's counselor, home visit by social worker or SRO, or agency referral-Juvenile Court, Department of Children and Families, if warranted).
4. Students who are registered in June and do not show up to school the following year will be withdrawn only after the following:
 - b. A withdrawal letter is sent on or before 10 consecutive days after the start of the new school year.
 - c. Reasonable efforts are made by school staff to contact the family and complete required paperwork.
 - d. On or before September 30th, students not attending will be removed from the roll.

* Effective July 1, 2001, the parent or person having control of a child sixteen or seventeen years of age must consent to such child's withdrawal from school. The parent or person responsible shall exercise this option by personally appearing at the school office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school and the community.

ATTENDANCE POLICY

At Griswold Alternative High School, we believe that promptness and regular attendance contribute to success, both in school and in later life. Regular attendance in classes is a valid, reasonable requirement, one that will promote academic success, and develop positive work habits. To that end, our attendance policy will assist students in becoming responsible individuals who will become productive members of society. This attendance policy is consistent with that of Griswold High School, as approved by the Griswold Board of Education.

The Administration will determine whether absences are excused or unexcused.

The school does not consider all absences from class or school, which have been explained by parents to be excused.

***Written excuses for absence from school are due in the office within 3 days.**

***No excused absence will be granted after this time.**

“Absence” - is when a student is absent from an entire day or class of school with or without parental permission.

“Unexcused Absence” - is an absence from any entire regularly scheduled school day for which the absence is not excused as defined above.

***Students who are absent assume responsibility for making up missed work.**

***All make-up work is to be completed within five school days after the student’s return.**

A doctor’s note is required for absences of 5 consecutive days, or for any single absence after an accumulated total of 15 days. This note must include:

- Student’s name
- Date student was seen by physician
- Diagnosis and number of days required absence from school
- Any medication necessary for child at school

***MUST INCLUDE AN AUTHORIZATION TO ADMINISTER MEDICATION FORM SIGNED BY THE PRESCRIBER AND THE PARENT. (See page 62)**

MORNING ARRIVAL AT SCHOOL

Students are expected to arrive on the school transportation provided by the district. Students who miss the bus are expected to be transported by a parent, guardian, or designated adult family member who has been assigned by the parent. Due to safety, security, and space considerations, Griswold Alternative High School students are not allowed to drive a motor vehicle to school. Transportation by friends, or youthful family members (siblings or relatives who are under age 25), is prohibited. Students who miss the bus should arrive at school within ten minutes of the school bus arrival time. Although the GAHS daily structured community meeting begins at 7:45, it is necessary for all students to arrive earlier on the bus in order to take part in the essential morning transitional period. This period focuses on eating breakfast, receiving individual attention through case management or counseling, making up missed assignments, and resolving any academic or personal concerns that may interfere with educational goals for the day.

TARDY TO SCHOOL

1. A student tardy to school, whether excused or unexcused, is expected to check in with a teacher upon arrival and submit their note.
2. Students who arrive more than ten minutes after the bus will be considered tardy to school.
3. Class time missed due to tardies to school is considered an absence from class, counting toward the total for the semester.
4. Three (3) unexcused tardies to school in any quarter are equivalent to one day unexcused absence and parent notification by mail.
5. All written excuses must be submitted on the day the student is tardy.

ABSENCE FROM CLASS

1. Students are expected to be present in class.
2. **A student having a record of 5 or more unexcused absences in a quarter will have credit withheld.**
3. Class cuts, or refusal to participate in any part of the student's educational program, will be subject to consequences (assigned to detention).
4. Parents/guardians will be notified of all absences.
5. Excessive absences during the school year may prevent a student from being eligible for summer school.

EARLY DISMISSALS

1. A written request for early dismissal signed by the student's parent/guardian must be presented to the case manager **before** first period on the day of dismissal.
2. Request notes must contain the date, time, reason for dismissal, and telephone number of parent/guardian for verification.

* Phone calls for student dismissal during school hours are not acceptable.

RETURNING TO CAMPUS

Students who are absent from school or dismissed early for medical or other appointments are encouraged to return to school if possible to finish the school day.

FAMILY VACATION / TRIPS

Family trips and vacations scheduled while school is in session will not be considered excused absences. The Parent/Guardian must notify the Principal in writing **ten (10)** days prior to the vacation/trip and schedule a meeting to discuss its impact on their child's attendance and credit situation.

ATTENDANCE ON THE DAY OF A SCHOOL SPONSORED ACTIVITY

Students who participate in any school-sponsored activities (i.e., sports, drama, dances, etc.) must be in attendance the day of the event. Any student arriving to school after 10:00 a.m. must have a verified written excuse approved by administration in order to participate in the activity.

COURSE CREDIT

To receive a passing grade for any course, the students must, (1) fulfill the course requirements established by the teacher and, (2) meet the following attendance requirements:

1. **Credit will be withheld when a student exceeds four (4) unexcused absences for the quarter;**
2. Class absences due to illness or injury with written verification, participation in an approved school sponsored activity, college visits, court appearances, suspension days, religious holidays, death in the family or other extenuating circumstances approved by the school administration **may be** excused.

WRITTEN EXCUSES ARE DUE WITHIN 3 DAYS OF THE ABSENCE. NO EXCUSED ABSENCE WILL BE GRANTED AFTER THIS TIME.

3. A doctor's note is required anytime a student is hospitalized and/or sustains an injury that requires absence from Physical Education Class, or impacts physical activity, i.e. fractures, strains, sprains., etc. This note must include:

- Student's name
- Date of hospitalization and/or injury
- Restrictions required

- Length of time required for restrictions
- Any medication necessary for child at school

***MUST INCLUDE AN AUTHORIZATION TO ADMINISTER MEDICATION FORM SIGNED BY THE PRESCRIBER AND THE PARENT (see Appendix)**

4. A student having credit withheld for excessive absences may appeal to the administration in writing.
5. Notification of excessive absences and consequences will be made to the parents/guardians of those students with 4 or more absences during the 5th week of each quarter. Notice of five or more absences resulting in a failing grade for the quarter will be mailed home. Information for the appeal process will be provided at that time.

ATTENDANCE HEARING PROCEDURE

A student who has exceeded the established number of absences/cuts and has had credit withheld must request an attendance hearing by obtaining, completing and submitting an Attendance Appeal Application. A copy of the form can be found on the Griswold Public Schools website at <http://www.griswold.k12.ct.us/> by clicking on “High School” and going to “Attendance”.

- a. Upon notification by the school that a failing grade for a course or courses will be given because of excessive absences, the parents or student (if 18) may request a hearing, in writing, within **10** school days after the close of the marking period. This may be done by submitting the Attendance Failure Appeal Form along with supporting documentation.
- b. The building administrator or designee will arrange the Attendance Failure Appeal Committee.
- c. The committee will consist of the building administrator or designee, guidance counselor and other personnel as deemed necessary.
- d. The Attendance Failure Appeal Committee will render a decision within three (3) days and notify the parents and student of the decision.

HEALTH OFFICE

The Health Office, located at Griswold High School, is open daily from 7:30AM to 2:30PM and is staffed by a Registered Nurse and a School Health Aide. Griswold Alternative High School students who need routine health supplies such as cough drops, band-aids, and feminine health products may obtain them from the GAHS School Psychologist’s office. Students who are ill should report their symptoms to the School Psychologist, who will then take the student’s temperature and contact the GHS nurse for medical consultation. If necessary, the student will be transported to the Health Office for assistance, and a parent or guardian will be notified.

ACCIDENTS

All accidents must be reported to the nurse immediately, including accidents, which occur on the way to, while in, and going home from school. The teacher reporting the accident is to complete the accident report form available in the Health Office.

USE OF AEDS IN SCHOOL

An AED (Automated External Defibrillator) is a portable medical device that may be used in the event that someone has a cardiac emergency. Griswold High School has invested in this technology to further insure the health and safety of people on the high school campus. Campus patrol, medical staff, and athletic and coaching staff are trained to effectively and appropriately use them. An AED is located outside the cafeteria in the main hallway, and campus patrol carries one in his car after school. Coaches also have the ability to sign out an AED to have with the team when they go to an away sporting event.

MEDICATIONS

Students requiring medication during the school day must have a parent or guardian bring the medication to the

school office. Connecticut State Law requires a statement on file in the Health Office signed by physician and parent, describing medication, dosage, and possible side effects. **All medications (including aspirin) must be kept by the nurse, or designated trained personnel, and distributed to the student at the appropriate times.** A copy of the Authorization to Administer Medication Form can be found in the back of the book under Appendix.

The school nurse, or designated trained personnel, gives all medication needing to be given during school hours. A school administrator or teacher, who has completed training in medication administration procedures, may administer medications if the school nurse is not available.

DO NOT send medication of any kind in any amount to school with your child with instructions for him/her to “take it on his/her own.” The student will not be permitted to assume this responsibility. If your child must receive medication during school hours, please abide by the following:

1. An order from the doctor must be completed and signed. This must include the name of the medication, the dosage, and length of time to be given. No medication may be given without a written doctor’s order.
2. Medications must be in a pharmacy bottle labeled with:
 - a. The student’s name
 - b. The name of the medication
 - c. What time it is to be given
3. Long Term Medication Orders Are Renewed Yearly

The regulations have been formulated for the protection of your child. We appreciate your cooperation. If any problem or questions arise, please contact the Health Office at GRISWOLD HIGH SCHOOL between 8:00 a.m. and 2:30 p.m. (376-7647).

SKATEBOARDING AND ROLLER BLADE USE

Due to the inherent dangers both to participant and non-participant, combined with the potential liability assumption, the use of skateboards or roller blades on district grounds is not allowed. Students will be informed they are not allowed to bring their skateboard or roller blades to school. Skateboards and roller blades will be confiscated by school authorities and placed in the Principal’s Office for parents to retrieve.

Policy adopted: January 11, 1999 GRISWOLD PUBLIC SCHOOLS Griswold, Connecticut

GYM USE

Any use of the gym by students during or after school hours must be under faculty supervision. Students using the gym for athletic activities of any type must wear appropriate footwear. Spectators at extracurricular/athletic events should refrain from walking on the gym floor with hard-soled shoes.

MOTOR VEHICLES ON CAMPUS

Due to safety, security, and space considerations, Griswold Alternative High School students are not allowed to drive a motor vehicle to school, unless they have a special permit.

GAHS students may apply for a special administrative pass granting authorization to drive to school if they meet the following criteria...

- Student must have a valid state of CT driver’s license (NOT a learner’s permit.)
- Student or parent must provide proof of vehicle registration and insurance.
- Passing grades (65+) in all classes currently. If student begins to fail a class, he/she will be given two weeks to improve to passing level and reinstate driving privileges.
- Good attendance: No more than 3 days absent, no more than 3 days tardy in a quarter.

- Acceptable school behavior: Student must be earning an average of at least 75% of his/her daily Positive Classroom Behavior Points over the current marking period.
 - Students who are in Alternate Classroom for a full day as a consequence for behavior may not drive to school that day.
 - Any student who is suspended from school is suspended from driving privileges until he/she is re-approved by the administrator.
 - No student may drive passengers/other students to or from school at any time.
 - The administrator may revoke driving privileges at any time if necessary.
1. Students without driving privileges will not be permitted to leave school in any vehicle other than the school-provided transportation, except if driven by a parent, legal guardian, or designated adult with prior written authorization.
 2. Students who arrive at school or leave school in unauthorized vehicles without permission will be subject to disciplinary consequences.
 3. Entering and leaving the parking lot is at the speed of 15 mph. Reckless driving while entering/exiting will result in referral to administrator and potential referral to the CT State Police.
 4. Smoking is not permitted on campus, including within automobiles.
 5. Stereos must be kept at a low volume (i.e. not audible outside the vehicle) while entering/exiting/parked in the parking lot.
 6. Drivers are to refrain from blowing the horn, yelling, revving engines or other distracting actions while on school grounds.

SMOKE FREE ENVIRONMENT

Students

There shall be no smoking or any other use of tobacco by students in any school building or school vehicle at any time, or on any school grounds, or at any time when the student is subject to supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide assistance for students who wish to break the smoking habit.

Staff and Public

There shall be no smoking in buildings under the control of the Board of Education. An ongoing program of staff support and counseling will be offered to provide assistance for staff who wish to break the smoking habit.

WEAPONS AND DANGEROUS INSTRUMENTS POLICY

The Board of Education determines that possession and/or use of a weapon or dangerous instrument by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous instrument or deadly weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity is prohibited. Such weapons and instruments include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeons; brass knuckles or artificial knuckles of any kind, any knife; martial arts weapon; destructive device.

The possession or use of any such weapon or dangerous instrument will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the building administrator. If the student is found to have possessed a firearm or other dangerous weapon as defined in C.G.S. 53-a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in C.G.S. 10-233a, he/she must be expelled for one calendar year (C.G.S. 10-233d). The Board of Education or hearing board may modify the period of expulsion on a case-by-case basis. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is in violation of publicized policies of the Board as grounds for expulsion.

WEAPONS Students are forbidden to have in their possession any firearm, dangerous instrument or deadly weapon on school property or at any school sponsored event.

Items may include, but are not limited to, the following:

1. Any firearm
2. Any knife
3. Any "edged weapon" such as (but not limited to) box cutters, utility knives, or razors.
4. Any device having a sharp point, such as (but not limited to) ice picks.
5. Any other dangerous instrument capable, in the opinion of the school administration, of inflicting injury
6. Chemical weapons or explosive (mace, ammunition, any fireworks)
7. Any facsimile of 1-6 above.

A student found in violation of the above policy will be subject to school discipline and law enforcement intervention. Use of any weapon or dangerous instrument will result in criminal prosecution. To enforce this policy, the building principal may authorize:

1. Unannounced inspections of students' storage boxes.
2. Inspection of the contents of a student's pockets, purse and/or bags if there is a reasonable suspicion that the student is in possession of a weapon or dangerous instrument.

LOCK DOWN PROCEDURES

Should an emergency or crisis arise in a particular area of your school, "**Attendance Check**" will be announced by the principal or designated staff. When the announcement, "Pardon the interruption, would all faculty and staff conduct an "**Attendance Check**" is heard, students will be expected to execute the following safety procedures:

Remain in the assigned room.

Do not leave the assigned room or facility for any reason.

Students may be asked to assist with locking doors, windows and closing blinds.

Make every attempt to stay away from windows and doors.

Remain quiet.

Do **not** use the phone, watch TV or use computers unless instructed to do so.

Remain calm and wait for further instructions.

Should an "**Attendance Check**" occur *during passing time*, all students will be directed to the nearest classroom or facility. Faculty and staff will stay with students and follow the instructions outlined above. Students must go to a classroom or facility and may not remain in hallways, bathrooms, or stairwells. Do not panic, remain calm and a faculty or staff member will assist you.

EVACUATION PROCEDURES

All persons in the building are expected to respond to the first sound of an evacuation alarm or public announcement. Evacuation instructions are posted by the door in every classroom and should be reviewed and followed exactly.

Students should walk from the building to the predetermined area (*a safe area away from buildings and emergency vehicles*) or in some instances to an alternate site. In either situation, all students are required to follow instructions and stay with their assigned teacher with whom they exited when the alarm or public address sounded. Faculty, staff, and students will only re-enter the building when signaled (*all clear*) by the administration or his/her designee. All students will remain with their assigned teacher or support staff from the time the alarm sounds until they return to class or receive further instructions from the administration or designees.

If students are not in a regular classroom, they should evacuate under the direction of the nearest faculty or staff member and adhere to the procedures outlined above. Students who use the Refuge Area are to remain in that area until the designated faculty member or proper authority arrives and provides direct instruction.

False alarms, pranks or not adhering to these procedures are subject to the school discipline policy, and may result in

police notification and arrest.

ACTIVITIES AND ATHLETICS

Our activities program is designed with as many different types of activities as possible to meet the interests of the student body. All clubs meet at times convenient to their members, usually after school. The plans, activities, and functions of each club are decided upon and carried out by the members and their elected officers, with the help of an advisor. The success of each activity depends upon the loyalty and work of the members. A club is only as good as its members make it.

Griswold High School's athletic program sponsors the teams listed below, subject to school and C.I.A.C. regulations. Programs not fielding freshman teams include freshmen on their junior varsity or varsity teams.

TEAM SPORTS

Fall Program	Freshman	Junior Varsity	Varsity	Winter Program	Freshman	Junior Varsity	Varsity
Cheerleading		X	X	Basketball (boys)		X	X
Football		X	X	Basketball (girls)		X	X
Soccer (girls)		X	X	Cheerleading		X	X
Soccer (boys)		X	X	Indoor Track (coed)		X	X
Volleyball (girls)		X	X	Wrestling		X	X
				Fencing (coed)		X	X

Spring Program

	Freshman	Junior Varsity	Varsity
Baseball (boys)		X	X
Golf (boys)		X	X
Softball (girls)		X	X
Track (boys & girls)		X	X

STUDENT ELIGIBILITY FOR ATHLETICS

Griswold High School follows the guidelines established by the Connecticut Interscholastic Athletic Council for Rules of Eligibility and Control for Boys and Girls High School Athletics in Connecticut Generally, to be eligible for participation in interscholastic athletics at GHS, students must:

1. Be full time students at GHS. Students enrolled at GAHS are eligible for GHS sports and activities provided they meet all other eligibility criteria.
2. Not have reached their 20th birthday;
3. Be passing the equivalent of four units of work from the previous marking period; and
4. Have met annual physical exam requirements.

PLEASE NOTE: These criteria are MINIMUM standards. Individual coaches may choose to add conditions pertaining to behavior, training rules, grades, etc. Questions or more information about eligibility may be addressed to the Athletic Director or to a team coach.

*The full Athletic Eligibility Policy is available in the office of the Athletic Director or online at www.casciac. A condensed version of the Athletic Eligibility Policy is provided for you in the Appendix.

ATHLETIC AWARDS

Athletic awards are given at the Sports Awards Night at the end of each season. Numerals, letters and stars are earned on the basis of practice, points earned and games played. The requirements vary with each sport as determined by the coaches.

FUND RAISING

All fund raising activities must be authorized by the administration. Information is available in the Main Office.

DANCES/PROM

The following guidelines have been established to insure that dances and proms provide a safe and pleasant social evening for all.

1. Dances/proms are open to high school students **only**. Permission slips are mandatory for ticket purchase and will be given out prior to ticket availability. Information required includes the name of student and guest, departure time and emergency contact number. Parents will be notified if their child is **not** in attendance.
2. A student not attending GHS may attend semi-formal dances as a guest with administrative permission. Permission is gained by submitting a signed permission slip to the **Associate Principal** with the name/school of the intended guest.
3. No attendees will be allowed to return to a dance/prom once they leave the event. At some events students will not be allowed to leave prior to a designated time unless a parent signs them out and picks them up.
4. Students may not loiter on school grounds during school functions, but must either enter the event or leave the grounds. Once the function concludes, students are expected to leave school grounds within a reasonable period of time.
5. All school rules are in effect for all attendees. If circumstances warrant, a passive alcohol-sensing device may be used.
6. School functions are not immune to the law. Illegal activity of any kind will not be tolerated and may result in serious consequences for the offender.

These guidelines may be modified for specific events or as deemed necessary by the administration.

BEHAVIOR AT SCHOOL SPONSORED EVENTS & CO-CURRICULAR ACTIVITIES

Valuable social and life skills are learned through participation in clubs, committees, sports, music, and other co-curricular activities. Students learn to balance academic requirements with non-classroom responsibilities.

Each student is responsible for maintaining a proper standard of behavior at all times. Courtesy, consideration for others, respect for property and observance of school rules and regulations are expected at all times.

The following expectations and guidelines apply to all students for all school-sponsored athletic events and social activities:

1. A student **MAY NOT** participate in any after-school activity if the student is absent from school on that particular day or is serving an out of school suspension (OSS), two (2) consecutive days of in school suspension (ISS) or is expelled.
2. A student who is tardy to school or dismissed early must have spent at least four hours in class or the student will be considered absent for the day.
3. Students who are asked to report to a teacher after school must report even if doing so causes them to miss an activity.
4. Taunting, harassing, or racial/ethnic comments will not be tolerated at any school-sponsored events.
5. Any student removed from a GHS athletic event for inappropriate behavior will not be allowed to attend any other GHS athletic event, on or off-campus, for the rest of that athletic season.
6. Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time on school premises or at any school-sponsored activity per the Drug/Alcohol policy.
7. Students who resort to physical force, violence, or vandalism will be subject to the school discipline policy. Loitering on school grounds when social events are taking place is prohibited. Upon the conclusion of events,

students are expected to leave school grounds within a reasonable period of time.

STUDENT BEHAVIOR

Our ideal environment is one in which the dignity of each individual is respected. In this environment, all are expected to respect themselves and others, act as responsible, productive citizens and demonstrate the ability to solve problems, predict consequences and make appropriate choices.

Introduction

The student is the reason for our being. All members of the Griswold Alternative High School Community know that our students have diverse backgrounds and needs. Our charge and challenge is to accept these differences and meet each student's needs as we educate the adult citizens of tomorrow. We are responsible for creating a school climate characterized by an atmosphere of respect for the rights and dignity of others.

The success of our students, and indeed of our school system, is dependent upon creating a safe and secure environment where the behavior of all is conducive to successful learning. The desire for a quality life in our schools and our community compels us to expect and teach our students to be responsible, productive adult citizens.

The Griswold Alternative High School community recognizes that family involvement and commitment can help students achieve success in school. Each child's education is the shared responsibility of the school, the parent, and the student. This collaborative partnership can help motivate, support and encourage the student.

Within our school and classrooms we must set clear expectations for student behavior with a range of appropriate consequences. Every staff member must be a model of a responsible, productive citizen.

Students must be given the knowledge and taught the skills for becoming responsible, productive citizens. The dignity and self-worth of every individual in the school community must be promoted and respected. Developing responsible, respectful, problem-solving citizens who are able to predict consequences and make wise behavior choices is one of our goals as educators.

HONESTY & ACADEMIC INTEGRITY

Cheating, plagiarism, or falsification (lying) of any kind will not be tolerated.

Students are cheating if they:

- Copy or allow to be copied any assignment by any method
- Use any unauthorized aid on quizzes, test, or exams
- Steal, possess or view a copy of a test beforehand
- Give or receive help on a test
- Take someone else's work and submit it as his/hers
- Scan, alter or forge any school document
- Plagiarize, i.e. submit material written or designed by another without giving the author/creator credit or identifying the source; or submit work created by family, friends, or tutors.

OFF-CAMPUS CONDUCT

Students are subject to discipline, up to and including suspension and expulsion, for misconduct that is seriously disruptive to the educational process (markedly interrupts or severely impedes the day to day operation of the school) or is a violation of a publicized Board policy, even if such misconduct occurs off-school property and during non-school time.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, 2) if the incident occurred or was initiated off-school grounds and during non-school time, or 3) if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruption of the school education or its process by threatening:

The school's orderly operations

The safety and proximity of school property

The welfare of the persons who work or study there

Examples of off-campus misconduct that may result in such discipline include, but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a-3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of illegal drugs; or
3. Conduct involving violence, threats of violence or use of weapons and whether injuries occurred:
4. Involvement of other students from the school or gang involvement;
3. Conduct involving the use of alcohol.
6. Close proximately to the school. Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

SEARCH AND SEIZURE:

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by school board regulations or by law. Student property shall include, but not be limited to, purses, book bags and cars. If students don't have access to their cars during school hours, the justification for searching student-driven cars is removed. School authorities in cooperation with the police department reserve the right to conduct sniff searches with dogs of school property and student-driven cars.

GRISWOLD HIGH SCHOOL'S GENERAL BEHAVIOR INTERVENTION STRUCTURE

The following chart provides a general outline of inappropriate behaviors or actions and the degrees of consequences that may be sanctioned for regular Griswold High School Students. The maximum degree may be used for a first-time violation if it is of an unusually serious nature. Although Griswold Alternative High School will handle disciplinary problems on an individual basis according to each situation, the administrator and faculty may refer to this chart as a general guidance. Sanctions will be finalized by the designated administration.

INAPPROPRIATE BEHAVIORS OR ACTIONS	RESPONSIBILITY AND CONSEQUENCES	
	MINIMUM DEGREE	MAXIMUM DEGREE
Possession or use of anything that may be considered a weapon or dangerous instrument. NOTE: Possession of a weapon on school grounds: Class D felony	O. S. S. for 10 days Parent/Police notification	Automatic expulsion proceedings required by CGS 10-233d
Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time on school premises or at any school-sponsored activity.	O. S. S. for 10 days Parent/Police notification	Automatic expulsion proceedings required by CGS 10-233d
Possession, consumption or exchange of prescription or non-prescription medication	Confiscation/parental notification	10-day O.S.S. Recommendation to Board of Ed. for Expulsion
Possession, use, or consumption of any tobacco products or products which light fires on grounds, on school buses, or at school-sponsored events	Confiscation/hall-way restriction, community/ school service, agency referral	10-day O.S.S. Recommendation to Board of Ed. for Expulsion
Vandalism or willful destruction of school or private personal property on school grounds	Hallway restriction, community/ school service, notification of parents	10-day O.S.S. Recommendation to Board of Ed. for Expulsion
Use of obscene or profane language or gestures	I.S.S., parent notification	10-day O.S.S.
Deliberate refusal by word or action to comply with a reasonable request from faculty or staff	I.S.S.	10-day O.S.S.
Physical aggression (fighting), threatening, intimidating behavior, bullying or attempting to blackmail faculty, staff or other students	Intervention of professional staff/ESC/ parental/police notification	10-day O.S.S. Recommendation to Board of Ed. for Expulsion

Leaving a class or school grounds without following established dismissal procedures	Office detention/ hallway restriction	10-day O.S.S.
Disruptive Behavior, including participation in a walk-out or sit-in on school grounds	Detained in office/ intervention by professional staff; ISS	10-day O.S.S. Recommendation to Board of Ed. for Expulsion
Harassment of faculty, staff or others due to race, color, creed, sex, national origin, mental or physical disability	Parental notification/ISS	10-day O.S.S. Recommendation to Board of Ed. for Expulsion
Theft	Responsible for items and repayment/Parent notification	10-day O.S.S. Police notification
Unexcused absence from class	Parental notification/ hallway restriction/ office detention	10-day O.S.S.
Unauthorized use of any school facilities, equipment, or supplies.	Intervention by professional staff	10-day O.S.S. Police Notification
Failure to adhere to cafeteria policy	Warning, community/ school service	10-day O.S.S.
Possession of radios, cassette/CD players, personal televisions, cellular phones, electronic pagers or beepers	Confiscation of item	10-day O.S.S.
Possession or use of any object that may cause disruption (i.e. water pistol, snowballs, etc.)	Confiscation of item Parental notification	10-day O.S.S.
Gambling	Intervention by professional staff	10-day O.S.S.
Gum chewing	Warning, school service	Office detention
Honesty (cheating, forgery, plagiarism)	Staff intervention/Parental notification	10-day O.S.S.

RESOURCE GUIDE

GAHS PHONE: 376-9129
376-9184
GAHS FAX: 376-9122

Web Site: www.griswold.k12.ct.us (click on “Alternative School” menu)

Director of Special Education

Erin Palonen
(860) 376-7650

Principal

Erin Palonen
(860) 376-7650

Faculty

Teachers: Kevin Prendergast
Tina Gavlick
Paul Hanusch

Instructional Assistant: Stephanie Post
School Psychologist: Gail McHugh

APPENDIX

BULLYING POLICY

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

Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity, which acts are repeated against the same student over time or are directed at multiple students over time.

Examples of bullying include physical assaults, verbal taunts, name-calling and put-downs (including ethnically-based or gender-based put-downs) threats and intimidation, and extortion or stealing of money or possessions.

Students who engage in any act of bullying while at school, at any school function or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement officials.

Anonymous reporting of bullying incidents can be made through the **BULLYING HOTLINE (376-7688)**.

BULLYING

RATIONALE: The purpose of the policy on bullying is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

AIMS: The anti-bullying program within the district schools seeks to accomplish the following goals:

- ! To promote a secure and happy environment free from threat, harassment and any type of bullying behavior.
- ! To take positive action to prevent bullying from occurring.
- ! To inform parents and students of the school's expectations and to foster a productive partnership which helps to maintain a bully-free environment.
- ! To make staff aware of their role in fostering the knowledge and attitudes, which will be required to achieve the above aims.

DEFINITION OF BULLYING: Bullying, as defined by Connecticut statute is *“any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity which acts are repeated against the same student over time or are directed at multiple students over time.”* It can also be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:

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

RESPONSE TO ALLEGED ACTS OF BULLYING

1. Students may report bullying situations anonymously to members of the school staff.
2. Parents/guardians may report bullying situations to members of the school staff in writing.
3. Student and/or parent/guardian reports shall be reported to the school administration.
4. School administrators shall investigate in a timely fashion parents' written reports and review students' anonymous reports to determine the action required.
5. Written notice shall be provided to the parents/guardians of a child involved in a verified act of bullying. The notice shall describe the school's response and any consequences that may result from further acts of bullying.
6. A list shall be maintained in the Principal's Office of verified bullying acts. Such a list is available on request to the public.
7. Language about bullying and the scope of the policy shall be included in all student/parent/employee handbooks.

STAFF RESPONSIBILITIES:

1. To implement procedures to confront bullying in any form.
2. To listen to all parties involved in incidents.
3. To investigate as fully as possible, and to report such incidents to the school administration.
4. To take appropriate action, or to refer the matter to a member of the administration.
5. To record and inform parents of bullying incidents.
6. To promote the use of a range of teaching and learning styles and strategies which challenge bullying behavior.
7. To promote open management styles which facilitate communication and consultation throughout the school settings.
8. To foster by example the values the school believes in.
9. To promote the use of interventions which are least intrusive and most effective.
10. To hold regular discussions on this issue with administration, staff, students and parents/guardians.

11. To support victims of bullying by means of individual and peer counseling.
12. To initiate efforts to change the behavior of the bullies through class discussions, counseling, reinforcement and sanctions where appropriate.

Regulation approved: May 9, 2005 Griswold Public Schools Griswold, Connecticut

SEXUAL HARASSMENT POLICY

The Griswold Board of Education will not tolerate sexual harassment of the employees or students of the Griswold Public Schools. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or fulfillment of school responsibilities; (b) submission to or rejection of such conduct by an individual is used as the basis for employment or school-related decisions interfering with an individual's work or school performance or creating an intimidating, hostile or offensive working or academic environment. Sexual harassment includes the display or circulation of written materials or pictures degrading to either gender.

To avoid even the unintentional creation of an intimidating, hostile or offensive working or academic environment, contact such as hugging or touching, sexually explicit or suggestive language, other than that which is part of the curriculum or other verbal or physical contact of a sexual nature, is to be avoided. When such conduct comes to the attention of any supervisor or administrator, appropriate inquiry and action will be taken.

The following behaviors are grounds for disciplinary action:

1. Abusing the dignity of a student or employee through insulting or degrading sexual remarks or conduct;
2. Threats, demands or suggestions that a student or employee's status is contingent upon her/his tolerance or acquiescence to sexual advances;
3. Retaliation against a student or employee for complaining about the behaviors stated above.

Grievance Procedure: Any complaint related to sexual harassment should be initiated immediately. It should be referred to the Title IX coordinator. The complaint procedure is available at all school offices and at the office of the Title IX coordinator. Investigation should be undertaken by the smallest possible groups to protect the confidentiality of the information. For students, it is important to have a same sex support representative present during the investigation.

STUDENTS HARASSMENT, 504, CIVIL RIGHTS COMPLAINT PROCEDURE

"Complaint" shall mean a claim based upon an event or condition, which affects the education of a qualified student with a disability, as, defined by the Americans with Disabilities Act.

1. A complaint must be made orally or in writing to the appropriate coordinator within forty (40) days of the alleged occurrence.
 - Title IX (harassment) – Sue Rourke
 - 504 - Suanne Alfiero
 - Civil Rights – Sue Rourke
2. The Coordinator will inform the Superintendent and school Principal and any other person who may be involved (including any person who is accused of harassment or violation) within two working days.
3. A panel of the following will be formed:
 - A. Coordinator
 - B. Guidance counselor
 - C. Principal

If one of these members is the alleged harasser, the Superintendent will appoint another member.

PROCEDURE FOR RESOLUTION

1. Within fifteen (15) school days from the receipt of the complaint, the panel will convene during school hours to informally investigate the complaint. The person bringing the complaint will be interviewed as well as any persons

against whom the complaint is made.

2. The student bringing the complaint may have an advocate/parent present.
3. Every effort will be made to resolve the complaint on an informal basis.
4. If the complaint is not resolved at the informal level, the aggrieved party may request a second formal meeting with the Superintendent of Schools, the Coordinator and the school Principal (unless one of these is the alleged harasser/violator, in which case another member shall be appointed by the Superintendent of the other two members.)
5. In the event of a second meeting, a summary will be written along with the findings of the investigation and any corrective or disciplinary action to be recommended.
6. If the complainant is not satisfied with the outcome of this second meeting, she/he may file a complaint with the Office of Civil Rights within 180 days of the alleged incident.
7. In all cases, all records will remain confidential and will be shared with only those who "have a need to know." All parties involved are expected to protect the confidentiality of all individuals involved in the case.

Regulation approved: January 11, 1999

Griswold Public Schools

Revised:

May 8, 2000

Griswold, Connecticut

BUS CONDUCT POLICY

Responsibility for the safe transportation of the students lies with the Griswold Board of Education, and in order to carry out that responsibility, certain rules and regulations regarding bus discipline have been established.

Free bus transportation is provided to students (including vocational technical school students) who are eligible based upon the transportation policy of the Board of Education. Free bus transportation, however, is not an unlimited right granted the student. The student will be held to reasonable regulations, which, if abridged, may cause the student to be excluded from bus transportation. All Griswold school district rules and regulations apply while students are on the bus.

A student may be suspended or expelled in accordance with Board policy covering suspension and expulsion for a period of time from bus transportation and school. The regulations for the conduct of students riding on school buses are as follows:

Section 1-General

Responsibility for the safe transportation of students lies with the Griswold Board of Education and, in order to carry out that responsibility, certain rules and regulations regarding the maintenance of bus discipline must be observed.

Section 2-Operator Roles and Responsibilities

The operator shall be in complete charge of all passengers and shall be responsible for the enforcement of all rules and regulations concerning bus discipline. Enforcement shall be carried out in a safe and courteous manner.

The driver shall warn any and all students who violate any of the regulations or who may endanger the safety of any passenger. The driver and/or school administration for an indefinite period of time may assign students seats. If students violate these regulations after being properly warned, the bus driver shall notify the school administration in writing of the infraction. Forms for reporting shall be furnished by the school system.

Bus drivers may not evict a student passenger from the bus. In emergency situations, the driver may return to the school where the eviction will be handled by school administration.

Only the school administration or the Griswold Board of Education has the authority to deny transportation to a student.

Passengers shall follow the instructions of the driver at all times so as to provide and maintain maximum safety for all.

Section 3-Student Behavior While Boarding and Departing the Bus

Students will:

- Be at the designated bus stop at the designated time,
- Wait for the bus on the shoulder of the highway, or sidewalk if available, in the designated area,
- Wait until the bus comes to a complete stop before attempting to board,
- Enter the bus in an orderly manner without pushing, crowding, loud talking or horseplay,
- Not bring articles of any injurious or objectionable nature aboard the bus,

- Depart in an orderly manner without pushing, crowding, loud talking or horseplay,
- Go directly to their destination after leaving the bus.

Section 4-Student Behavior on the Bus

- Students will:
- Remain seated until ready to depart the bus,
- Obey the driver at all times,
- Not exhibit aggressive behavior (fighting, pushing, tripping, etc.)
- Refrain from putting any part of their body out of any window,
- Not throw objects in or out of the bus,
- Not use tobacco, drugs, or any controlled substance in any form,
- Refrain from spitting or littering,
- Refrain from unnecessary noise,
- Not tamper with bus equipment,
- Refrain from rude, discourteous and/or annoying conduct,
- Not swear and/or use vulgar language,
- Not distract the driver,
- Not open windows without permission.

Section 5-Violation Procedure

1. The first reported and confirmed violation shall require the driver to fill out a written report, on a form supplied by the school system, and turn in the report to school administration. A copy of the report shall be mailed to the parent(s) and the original filed in the school office.
2. The second reported and confirmed violation shall follow the same procedures used in the first violation with the following additions. The student may be relieved of the privilege to ride pending a meeting by the student and parents with the building administration at which time the principal or associate principal shall determine when the privilege to ride will be restored. Maximum loss of riding privilege is 1-10 days.
3. A third reported and confirmed violation, the student shall be relieved of the privilege to ride and may be suspended from school (all suspensions and expulsions will be in accordance with Board policies and state statutes) pending a meeting by the student, parents, and bus driver with the principal or associate principal at which time the principal or associate principal shall determine whether the student may be relieved permanently of the privilege to ride and when the student shall be permitted to return to school.
4. **Vocational Technical School Students** - Vocational Technical School bus drivers will present students with an **Incident Referral Notice** concerning student behavior. It is the student's responsibility to share this notice with the parent/guardian in case the incident is severe enough to warrant immediate (following school day) bus suspension.

Parents/guardians should contact Griswold administration as soon as possible after reviewing bus Incident Referral Notice.

All Vocational Technical School infractions will be handled as outlined in sections 1-5.

Note: Suspendable behavior will be handled according to the Board policy covering suspension and expulsion. In addition, students and their parents shall be held liable for any damage or abuse caused by them. **Serious 1st or 2nd offenses may result in immediate loss of riding privilege, as well as suspension from school.**

If a student loses his privilege to ride the school bus, either temporarily or permanently, parents will be responsible for ensuring that their child gets to school.

Regulation approved: January 11, 1999 Griswold Public Schools

Notice to Students and Parents Regarding the Use of Video Recorders on School Buses

The district has installed video recording equipment on some school buses to monitor school transportation and will be videotaping bus routes at random during the school year. Each bus has been equipped with a video monitor box, in which a video recording device may be installed. Students will not be notified when a recording device has been

installed on their bus.

Tapes shall be reviewed on a routine basis by the principal and evidence of student misconduct will be documented. Students found to be in violation of the district's bus conduct rules shall be notified and disciplinary action initiated.

Videotapes shall be treated as protected student records under the Family Educational Rights Privacy Act. The following guidelines shall apply:

1. Tapes shall remain in the custody of the Griswold Public Schools.
2. Parents or students who wish to view videotape in response to disciplinary action taken against a student may request such access.
3. Persons unrelated to a disciplinary incident shall not be permitted to view bus videotapes.

BUS BEHAVIOR

Responsibility for the safe transportation of students lies with the Griswold Board of Education, which has established the following rules for the safety of all riders. Students will:

- Wait at designated stops and not approach the bus for boarding until it has come to a complete stop;
- Be seated promptly and remain seated while the bus is moving;
- Be courteous and respectful to the driver and other student passengers
- Comply with directions/requests issued by the driver

All school rules apply at the bus stop and on the bus. It is the student's responsibility to exercise safe and appropriate behavior. Failure to do so may result in denial of bus privilege or other consequences.

A student may not arbitrarily ride any bus other than his/her designated bus nor may he/she leave the bus at any stop other than his/her regular stop. To ride an alternate bus after school, the student must present a note signed by their parent or guardian to an administrator before school. The bus note will be verified before a bus pass is issued. The bus pass must be presented to the bus driver upon boarding the bus.

THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request. The right to file a complaint with the US Department of Education concerning alleged failures by the district to

comply with the requirement of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW Washington DC 20202-4605.

CIVIL AND LEGAL RIGHTS AND RESPONSIBILITIES POLICY

The Board of Education assures district students that they shall have all the rights afforded them by federal and state constitutions and statutes. The district recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

The district's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others. It shall be the right of each district student:

1. To have a safe, healthy, orderly, and courteous school environment;
2. To take part in all district activities on an equal basis regardless of race, sex, national origin or disability;
3. To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
4. To have school rules and conditions available for review and, whenever necessary, explained by school personnel;
5. To be suspended from instruction only after his or her legal rights have been observed;
6. In all disciplinary matters, to have the opportunity to present his or her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction;
7. Not to submit to a survey, analysis or evaluation that reveals information concerning political affiliation; mental and psychological problems potentially embarrassing to the student or his/her family; illegal, antisocial, self-incriminating and demeaning behavior;
8. Critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); without the prior written consent of the student, if over 18 years of age, or without the prior written consent of the parent/guardian for those students under 18 years of age. However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and his/her parent/guardian have been notified of their rights and of their right to inspect all materials related to the above. All instructional material, including teachers' manuals, films, tapes or other supplementary instructional material to be used shall be available for inspection by the parents or guardians of the children.

It shall be the responsibility of each district student:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. To work to the best of his or her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. To conduct himself or herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself or herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his or her actions;
4. To seek help in solving problems that might lead to discipline problems;
5. To be in regular attendance at school and in class;
6. To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
7. To dress in accordance with standards promulgated by the Board and the Superintendent; and
8. To make constructive contributions to the school, and to report fairly the circumstances of school related issues.

GRISWOLD PUBLIC SCHOOLS POLICY RELATED TO DRUG USE DRUGS AND ALCOHOL FREE SCHOOLS

Pursuant to the goal of the Board of Education to maintain a drug and alcohol free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. (cf.6173 Drugs/Alcohol and Tobacco).

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. (cf.5149 Search and Seizure)

Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages are prohibited at any time on school premises or at any school sponsored activity. If it is determined that a student has consumed or is affected by a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, his/her parents will be contacted, he/she will be suspended from school, referred to the appropriate treatment agency, and possibly considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities.

ALCOHOL, DRUGS, AND TOBACCO

As an integral part of the Griswold School District Drug and Alcohol Prevention Program, the guidelines developed represent one component in a district-wide effort to respond effectively to drug, mood altering substance and alcohol related situations that may occur at school or at school sponsored activities. These guidelines are intended to provide a consistent disciplinary means to respond to drug, mood altering substance and alcohol related incidents. The Griswold School District will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities.

Through the use of curricula, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures, the Griswold School District will work to educate, prevent, and intervene in the use and abuse of all drug, alcohol, and mood altering substances by the entire student population.

RIGHTS AND QUESTIONED STUDENTS

Questioning of a student or teacher in school or on school premises by the police department, state police or other law enforcement officials will be done also in the presence of the school principal, or anyone designated by him. The student's right to remain silent or to speak through an attorney or parent may not be abridged in any hearing which carries an implication of the possible allegation of guilt or the furnishing of information leading to an indictment. The school Principal, or anyone designated by him, will maintain an informal record of the interview showing the time, place, persons and summary of discussion and find logs.

In case of emergency or of clear and present danger, the schools will cooperate with the police. Section 17-65 provides that a child may be arrested "with or without a warrant...except that no child shall be taken into custody on such process except on apprehension in the act, or on speedy information or in other cases when the use of such process appears imperative. "The judge is thereupon instructed to transfer the child immediately to the juvenile courts."

CONFIDENTIALITY OF COMMUNICATIONS

School personnel are protected from legal suit for maintaining confidentiality. They are not required to disclose any information acquired through a professional communication with a student when such information concerns alcohol or drug abuse information or physical evidence regarding an offense by the student. However, if physical evidence indicating "that a crime has been or is being committed by such student, such employees shall be required to turn such evidence over to school administrations or law enforcement officials, provided in no such case shall such employee be

required to disclose the name of the student from whom he obtained such evidence and such employee shall be immune from arrest and prosecution for the possession of such evidence obtained from such student.”

DEFINITION OF TERMS

Administrator: Principal, associate principal or designee responsible for the student, building, and/or activity.

Cooperative behavior: The willingness of a student to work with school personnel in a reasonable manner, complying with requests and recommendations of said personnel.

Distributing: Deliver, sell, pass, share or give any alcohol, drug or mood altering substance, as defined by this policy, from one person to another or to aid therein.

Drug/mood altering substance/alcohol: Any alcohol or drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under law, and/or any substance, which is intended to alter mood. Examples of the above include but are not limited to: beer, malt, wine, liquor, marijuana, hashish, ethno botanical plants, chemical solvents, cocaine, glue, crack, look-alike substances, and any capsules or pills not registered with the nurse, and noted within the student's health record and given in accordance with the school board's policy. **NOTE:** This policy is not intended to cover students using drugs pursuant to a valid prescription issued to them.

Drug paraphernalia: Any object or device used, related to use or designed for use in ingesting, inhaling, injecting or otherwise introducing controlled substance into the human body (e.g., including, but not limited, pipes, bongs, roach clips, tobacco rolling papers) or any object or container used, related to use, or designed to use in storing, concealing or distributing controlled substance.

Hearing: A discussion before the Board of Education of a disciplinary action to exclude a student from school.

In-School Program: Any special program as may be established by the school to provide discipline or help to students who are found to be in violation of this and other school policies.

Possession: Possess or hold, without any attempt to distribute, any alcohol, drug or mood altering substance determined to be illegal, or as defined by this policy.

Student Support Personnel: Administrators, nurses, social workers, guidance counselors, psychologist and other human services providers as designated by the administrator.

Uncooperative Behavior: Resistance or refusal, either verbal, physical or passive on the part of the student to comply with the reasonable request or recommendations of school personnel. Defiance, assault, deceit and flight shall constitute examples of uncooperative student behavior.

Workplace: The site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed.

PROCEDURES RELATED TO DRUG AND ALCOHOL ABUSE POLICY

The following is important information on procedures to be expected by students, parents, staff members, and all other personnel if any incident of drug or alcohol abuse occurs on school property including buses) and at all school sponsored activities. The professional and non-professional staff shall, at all times, act in a manner, which protects and guarantees the rights of students and parents.

Violators of any of these disciplinary guidelines may be ineligible to hold office in any school organization, ineligible to participate in interscholastic athletics or competitions, and may be ineligible to participate in any school-sponsored activity for up to (90) school days.

Graduating students who violate Board of Education policies on alcoholic beverages, controlled dangerous substances or other intoxicants at any time during the last four weeks prior to the last scheduled day for graduating students, or during the time between the last scheduled day and at the graduation ceremony, whether the activity takes place within a school building or upon school property, or during any school related or Board of Education sponsored activity, whether held on school property or at locations off school property, shall be prohibited from participating in all senior activities, e.g., prom, award ceremonies, graduation ceremonies, etc.. The student's diploma will be mailed to the student following the graduation ceremonies.

READMISSION TO SCHOOL AFTER EXPULSION

Any student who has been expelled in accordance with the provisions set forth in this policy may request re-entry into the Griswold School System via the building principal after the term of the expulsion. If such a request is made, the student will be required to provide written evidence that he/she has successfully completed a program that includes treatment and counseling. The re-entry process must be initiated administratively by the building principal through the Superintendent to the Board.

Regulation approved: January 11, 1999
GRISWOLD PUBLIC SCHOOLS

Revised: March 27, 2000
Griswold, Connecticut

RULES OF ELIGIBILITY AND CONTROL FOR BOYS AND GIRLS HIGH SCHOOL ATHLETICS
IN CONNECTICUT (ARTICLE IX -- CIAC By-laws)

As Adopted by

THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE, INC.

Effective July 1, 2008

These rules apply in every athletic contest in all CIAC-controlled sports listed in Section VIII of this code in which a member school participates, regardless of opponent. These are minimal regulations of the CIAC. All levels of play of CIAC-controlled athletic contests including varsity, junior varsity, freshmen or sports clubs representing any member school in interscholastic competition shall conform to the eligibility rules of the CIAC. Athletic teams are made up entirely of boys or entirely of girls; or are as otherwise provided in Section IV, paragraph F.

I. SCHOLARSHIP

For purpose of this rule the term "unit" refers to the traditional Carnegie Unit. A Carnegie Unit is herein defined as "200 minutes of recitation during a period of five consecutive school days for an entire school year". Principals may equate any course offering with the Carnegie Unit, no matter what the scheduling pattern, by referring to the following: if a course is scheduled a minimum of 200 minutes during a period of five consecutive school days for a traditional nine-week marking period and awards at least 1/4 credit for that period, including independent study, that course should be considered one-quarter of a Carnegie Unit of work; mini-courses, tri-semester courses, alternative school programs, shared time programs, D.E., D.W.E., and other cooperative community programs must meet the minimum time and credit requirements above to be considered a quarter of a Carnegie Unit of work.

A. To be eligible for fall sports a student must have received credit toward graduation at the close of the school year preceding the contest in at least four (4) Carnegie Units of work or its equivalent for which he or she has not previously received credit. "Equivalent" is any number of courses which are equal to one Carnegie Unit. Credit must be earned during the same academic year.

Through the PPT process or Section 504 meeting, the principal will make a determination on what constitutes an identified student's equivalent of four (4) Carnegie Units of credit for athletic purposes. To this end, the principal shall rely on the student's most recent IEP or Section 504 Plan to make the determination. A student enrolling in ninth grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, a student in grades 9-12 must meet the requirements found in Rule I.B.

B. A student cannot at any time represent a school unless taking at least four quarter Carnegie Units of work or its equivalent. During the school year a student must have received a passing mark in at least

four (4) quarter Carnegie Units of work or its equivalent at the end of the regular marking period preceding the contest. Student eligibility will be determined for all students on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first. No Carnegie Unit or equivalent for which the student has already received credit shall be included in those required by this rule.

C. If computer, arena, or hand scheduling assigns an athlete less than four quarter Carnegie Units or equivalent of work in a marking period, that student is ineligible unless additional courses needed are added to the schedule.

D. Scholastic failures cannot be made up for eligibility purposes in any manner until the next report, except that credits earned during the summer by any regularly approved board of education procedure will be accepted for the purpose of determining the eligibility of students desiring to participate in the athletic program of the school in September. Scholastic incompletes must be made up within ten (10) school days following the date that student eligibility was determined for the respective marking period as defined above. Incomplete grades are not to be considered as passing grades.

It should be understood that the above regulations are minimal and do not prohibit a school from establishing more rigid eligibility standards.

Marking period grades (not semester grades) are to be used in determining scholastic eligibility to participate in interscholastic athletics during any given marking period.

To be eligible for fall sports, a student must have received credit toward graduation of four (4) Carnegie Units of work for which he has not previously received credit. The final academic grade average determines fall eligibility. Semester courses or mini courses completed earlier in the school year may be counted toward the four (4) units used in determining eligibility for fall season. Year-end failures may be

made up through successful completion of LEA approved summer school work in courses failed.

II. STUDENT ELIGIBILITY

A. The student shall be a member of that school in grade 9, 10, 11 or 12. A graduate from any secondary school is ineligible. In local public school districts where grade 10-12 high schools exist, 9th grade students in a public JH/MS school, with local public school district approval, may participate at the local public school, where grades 10-12 exist. No student below grade 9 is allowed to practice or participate in any CIAC controlled sport. All situations which are not covered by this rule are to be referred in writing to the CIAC Board of Control prior to participation. **HOME SCHOOLED STUDENTS:** Eligibility to participate in interscholastic athletics is not to be extended to any student whose program is not under the direct supervision of a CIAC member school. This prohibition includes any recognition by member schools of home schooling as school district sponsored "alternative programs." Alternative programs, for the purposes of interscholastic athletics, are only to be recognized if they are developed by and function under the direct control of the local school system to serve the educational needs of a targeted group of students. Such programming generally relates to modifications in existing courses or placement in an alternative school which a district may sponsor and is available to all eligible students. Student-athlete participation at any state authorized public school of choice or any state authorized CHARTER, MAGNET, REGIONAL COOPERATIVE, INTER-DISTRICT SATELLITE SCHOOL STUDENTS: Eligibility to participate in interscholastic athletics at the sending school or school from which he/she would normally matriculate is extended to any student when the school does not provide any interscholastic athletic program. **(1)** The above listed alternative schools must be state authorized. **(2)** The above listed alternative schools need not be members of CIAC in order for their athletes to be allowed to play for the sending (home) school. **(3)** The principal of the CIAC member school at which the athlete would normally matriculate has the right to make the decision on the acceptance of these students in his/her athletic programs. The CIAC will allow such participation. However, the CIAC member school must approve of such participation before an alternative school athlete can participate. **(4)** The CIAC member school which accepts students from state approved alternative schools will be fully responsible for determining their eligibility status. An ineligible player from an alternative school will have the same impact on the status of the team from which he/she plays as all other athletes. **(5)** The CIAC will evaluate the eligibility of an alternative school athlete in the same

manner that it now handles all other athletes. Student athletes from the alternative school shall comply with all eligibility requirements of the sending school. Eligibility to participate in interscholastic athletics at the sending school or school from which he/she would normally matriculate is NOT extended to any student when the receiving school does provide an interscholastic athletic program regardless of its offerings. However, choice programs housed in a member high school where academic programs and services are shared between the choice program and the member school, and the students who attend said programs receive their diploma from the host member high school, may participate in athletics in the high school in which their choice program is located.

The student must have been in membership at a secondary school for at least twelve (12) school weeks immediately preceding the time of participation, or regularly admitted from an elementary, middle, or junior high school within ten (10) school days from the opening of the succeeding school term. The time of summer vacation spent in summer school or private tutoring shall not be counted in the required twelve (12) weeks of school membership.

B. The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.

A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. Date of entry is defined as the first date of enrollment as a grade 9 student taking four (4) or more high school subjects. **(1)** Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. That is, there is no fifth year of eligibility per se. **(2)** Once a student has attended 15 days or more, may apply through the member school for consideration of a hardship waiver. Hardships involve serious documented medical situations where students are not able to attend school at all or become incapacitated. Injuries sustained in playing a sport do not constitute grounds for a medical hardship grant of an additional semester. Hardships will also be granted for a student who has been absent one or more semesters because of required military service. If a waiver is granted, the semester granted must be the same as the semester waived. Fall for fall, spring for spring. **(3)** The fact that a student has not participated for four seasons will not justify allowing such student to participate in interscholastic sports beyond the eighth semester after his or her entrance into the ninth grade. **(4)** This is an eight semester attendance rule i.e., eight semesters of time not eight semesters of participation or competition rule. **(5)** Exception: A student who interrupts his/her school

career in order to participate in a CSIET approved foreign study program may have his/her eligibility extended for up to two semesters, provided the student does not participate out of country in sports he/she wishes to play upon his/her return, subject to approval by the CIAC.

The implementation date was July 2006, affecting all students entering 9th grade in September 2006 and after.

No student presently enrolled in grade 12 shall participate in the same branch of athletics for more than three (3) seasons at any school (the three season rule will be phased out as of June 30, 2009.)

C. A student who transfers from a school to a CIAC member school during grade 10-11, or 12 without at the same time changing legal residence to another school district or school service area, or satisfying at least one of the following requirements must complete at least one year (365 days) of approved membership before being eligible for interscholastic competition in the same sport in which he or she was a participant in the present or preceding season during grades 10, 11 or 12 on the junior varsity or varsity team at the last school the student attended. (Legal residence is defined as location of legal guardian.) **(1)** A student who transfers after not less than a 90 calendar day membership from a nonmember school to a member school and resides with a parent or legal guardian and satisfies Rule IIA. **(2)** A student who is a ward of the court or state and is placed in another school district or school service area by court order. Guardianship other than court administered does not fulfill this requirement. **(3)** A foreign exchange student who is placed in a member school by an exchange program approved by CSIET. Also, a student not in an approved CSIET exchange program who has NOT participated in an organized sports program, equivalent to or on a higher level than CIAC high school programs. **(4)** A student who marries and establishes a new residence in another school district or school service area. **(5)** A student who transfers to another school because his or her school ceases to operate. **(6)** A student who transfers to another school as the result of a reorganization, consolidation or annexation of his/her school in the district where he/she resides. **(7)** A student ordered transferred within a school system, for other than athletic purposes, by a board of education or the governing body of a private or parochial school system. Transfer must take place within the same school system. **(8)** A student who, because of the divorce or separation of his/her parents or because of the death of a parent or legal guardian, moves into another school district or school service area or retains the same residence with one of the aforementioned parents and a parent(s) certifies the reason for the move as it relates to the divorce/separated parents or because of the death.

For purposes of eligibility, transfer is permitted once per twelve month period which commences on the date of said transfer and must be approved by the CIAC Eligibility Committee before the student competes in interscholastic athletic competition. **(9)** A student eighteen (18) years or older who moves from one school district or school service area to another without being with a parent or parents and resides within the school district or school service area and complies with local board of education residency requirements will be eligible for participation. The transfer will be permitted once per twelve month period which commences on the date of said transfer and must be approved by the CIAC Eligibility Committee. **(10)** A student who completes the last grade available in the school system previously attended. **(11)** A student entering into a board of education approved exchange program between CIAC member schools for less than a full academic school year will retain interscholastic athletic eligibility with the sending school. **(12)** A student who transfers because the sending school discontinues a sport maintains athletic eligibility in any sport discontinued by the sending school, but is subject to the transfer rule in all sports not discontinued by the sending school. Such transfer will be permitted once per twelve month period commencing on the date of transfer and must be approved by the CIAC Eligibility Committee. **(13)** A special needs student, as identified by an IEP or 504 Plan, may transfer without loss of eligibility if the principal of the sending school attests in writing that the school is unable to provide the support services necessary for the student's academic success. Such transfer will be permitted once per high school career and must be approved by the CIAC Eligibility Committee. **(14)** Athletes will be permitted to transfer once they enter grade 10 to participate in any public school open choice plan enacted by the State Legislature or any state authorized charter, regional, cooperative, inter-district satellite, magnet or other public school choice options. Transfers may only take place once during grades 10, 11, and 12 except that (a) students who choose to return to the school to which they would have been normally assigned by the board of education or would have been able to attend through established procedures will retain their eligibility, (b) if a new charter, regional cooperative, inter-district satellite, magnet or other public school open choice option receives state approval subsequent to the year of a transfer, the athlete may transfer to that school without loss of eligibility. **(15)** When for educational reasons and awaiting occupancy of a new residence a student enrolls at a new school at the beginning of a new year or semester, eligibility will begin on the date the family actually transfers residence. Approval must be granted

by The CIAC Eligibility Committee and can occur not more than once during each school year. **(16)** When for educational reasons a parent or legal guardian moves to a new school district, the student, to gain eligibility at the new school without establishing a 365 day period of attendance, must transfer his/her enrollment simultaneously with the transfer of residence of parent or legal guardian, or no later than the beginning of the next school year. **(17)** A member school student returning from any foreign exchange program may resume interscholastic competition at the point of reentry without receiving credits towards graduation provided the student meets all other requirements relative to age, years of eligibility, etc. **(18)**

Hardship-Eligibility may be granted to a transfer student who does not meet the CIAC transfer standard when sufficient evidence, as determined by the CIAC Eligibility Committee, is provided to show that it was necessary for the student to transfer because of unforeseen, unavoidable, or unusual circumstances including, but not limited to, broken home conditions, terminal or serious illness of parent or sibling, death of a parent or guardian, abandonment, loss of school accreditation, bankruptcy and/or loss of principal income of legal guardian(s), and provided the transfer was not for athletic reasons and there was no undue influence. Hardship is defined as an unforeseeable act, condition or event which may not reasonably and/or practically be avoided or corrected and which causes the imposition of a severe burden upon the student or his/her family. A hardship may be a situation which is unique to the student or his/her family which could not have been predicted, which does not apply to others in a similar setting, and over which the family has no control. **(19)** A student in grades 10, 11, or 12 who does not qualify for the transfer rule requirements 1 through 18 will be granted eligibility by application to the CIAC Eligibility Committee if the following are satisfactorily completed: After a period of 30 calendar days from the date of the first allowable play date following date of enrollment (first day of attending classes) in the receiving school for the affected sport, or from the date of the first school contest after the date of enrollment, if entry is after the first allowable play date, eligibility will be granted to a student who has participated (i.e., actually played in a CIAC-approved contest) at the JV or varsity level of play at any time during the present or preceding year at the sending school, who does not otherwise qualify for any of the above exceptions and when both the sending and receiving school principals sign a CIAC transfer waiver form certifying to the best of their knowledge that the student has not transferred for athletic reasons. * If the season ends** before the thirty(30) calendar days have been completed, any remaining days of ineligibility shall be satisfied from the

first allowable play date of the present school's regular season in that sport during the next school year unless he/she is a multi-sport athlete. In these cases, the remaining portion of the 30 calendar days will be served successively.

To qualify for the provisions of this section, a student must be a member of the team during the season in which the 30 day wait period is applied.

- * A transfer for athletic reasons is defined as but not limited to:
- a. Seeking a change to a new school due to inducement or recruitment to play a sport.
 - b. Seeking a superior athletic team.
 - c. Seeking relief due to a conflict with the philosophy or action of an administrator, teacher or coach relating to sports.
 - d. Seeking a team consistent with the student's athletic abilities.
 - e. Seeking a means to nullify punitive action by the sending school for athletic reasons.
 - f. Seeking to escape academic or other ineligibility at the sending school due to the school's academic standards.

** Season ends on the last date to count for tournament play. Tournament play does not count toward the 30 calendar days.

(20) A student whose parents move out of the district anytime after he or she becomes a grade 10 student may continue to be eligible in the same school provided enrollment is continuous (unbroken) in the same school.

RESIDENCY- The fact that guardianship papers have been issued, placing a student under the control of a person or persons other than his/her parent(s), does not establish eligibility in the district of the guardian unless such papers are issued through a probate court judge. Residence with and support by any individual or individuals for a period of one calendar year does establish the residence of that individual or individuals as the residence of the student for athletic purposes.

D. A student shall not participate in or represent his or her school in more than one sport after the date of the school's first contest in that sport season, nor may that student represent more than one school during a season unless the student satisfies the conditions of Eligibility Rule II.C.

E. The CIAC season is defined as the period between the date officially designated by the CIAC as the beginning of the season for that sport and the close of the post season CIAC Tournaments, except for those teams and/or athletes qualifying for the New England Tournaments. The conclusion of the New England

Tournaments will be the end of the season for these teams and/or athletes. In the case of a sport in which the CIAC does not sponsor a tournament, the three (3) sports seasons shall be defined as follows: Fall---the Monday of the week immediately preceding Labor Day to December 2, inclusive; Winter---November 1 to April 1; Spring---March 15 to the end of the school year.

F. A student who is a member of a school team after the first scheduled tournament, meet or game in any season shall not practice or compete with an outside team, or participate as an individual in non-CIAC tournaments, meets, tryouts, skills assessment or games in the same branch of athletics. After the first tournament, meet or game of the CIAC seasons a student competing or practicing with a non-CIAC team or as an individual in non-team sports is not eligible to become a member of the CIAC team or squad in the same branch of athletics. Exceptions to Rule II.E. are: (1) Participation in parent/child tournaments and caddy tournaments. (2) Swimming, tennis, gymnastics, golf -- a student may practice but not compete with a non-CIAC team or as an individual during the season as long as such practices do not interfere with or replace member school practices.

G. A student shall not participate as a member of a team or as an individual in competition from which he or she receives personal economic gains because of his or her athletic skill.

A student shall always participate under his or her OWN NAME.

H. A student shall not participate in a post-season contest as a representative of his or her school except as provided in Article VII Section A, of the CIAC By-laws.

I. Requests for exceptions to the eligibility rules (including the Transfer Rule) and related appeals to the Eligibility Review Board may be considered only after the actual transfer to the new school has taken place.

III. PENALTIES

Violations of any sections of Rule II (Student Eligibility) shall mean that the student is suspended from all interscholastic athletics until he or she shall have been reinstated by the Board of Control of the CIAC.

A student of any member school of the CIAC may be barred from participation in athletic contests for violation of the CIAC By-laws. A student against whom a charge or protest has been filed shall have the privilege of having his or her case presented by his or her principal at the next scheduled meeting of the Board of Control.

IV. GENERAL PROCEDURES

A. If a team uses an ineligible player, the game, whether won or lost, shall be counted, at the

discretion of the CIAC Board of Control, as a defeat for the team on which the ineligible player played. For the opposing team such a game shall be counted as a victory. All such games shall be counted on the schedule of both teams as games played.

B. No member of the administration or teaching staff of a member school shall engage in, or cooperate in negotiations to induce a potentially eligible student to engage in professional sports, or to sign a contract before graduation or before leaving school. In case of violation the school will be issued a warning in writing for the first offense and be subject to suspension for the second offense.

C. 1. A member school or any affiliated person or organization of that school may not recruit a student for athletic purposes. **2.** Recruiting is the use of undue influence and/or special inducement by anyone associated with a school in an attempt to encourage a prospective student to attend or remain at that school for the purpose of participating in interscholastic athletics. Refer to CIAC By-law Art. X, Recruitment.

D. Within two (2) school days after the first game of each sport, the principal shall sign and submit to the Executive Director of the CIAC, for each sport, a typed, alphabetical list of students by name, date of birth, grade, school last attended (if a transfer student defined under II, C.), certifying that these students are eligible for that season. As changes occur in eligibility they must be submitted within two (2) school days, to the Executive Director. Failure to comply with this rule may be cause of probation. ALL questions of eligibility verification must be referred to the Executive Director.

E. The headmaster or principal of each member school agrees that the interpretation of these eligibility rules made by the Committee on Eligibility Rules of the Connecticut Interscholastic Athletic Conference shall be final, subject only to review by the Board of Control of the Conference.

F. Girls may participate on boys teams. Girls may participate on either a girls team or a boys team in the same sport, but not both, within a time period of one school year. However, a member school has discretion to exclude girls from boys teams when it can demonstrate that its overall sports program does not limit athletic opportunities for girls.

Girls who participate on boys' teams, because the school does not offer a girls program in that sport, may enter either the boys or the girls tournament, but not both. Girls who choose to participate on a boys' team when the school offers a girls' team in that sport, may only enter the boys' tournament. Boys may not participate on girls teams.

G. On the eve of or during a tournament event, when there is not sufficient time to follow normal administrative procedures regarding student or team

ineligibility, or when any other issue arises that will interrupt normal tournament procedures, the executive director of CIAC (or his/her designee) in consultation with the CIAC chairperson, eligibility committee chairperson, and the chairperson of the tournament committee in question will make an appropriate ad hoc decision in consideration of the best interests of the tournament as a whole.

V. SANCTIONS

For these rules of eligibility and control the following definitions shall be used by the CIAC Board of Control:

PROBATION--A period of trial during which the school is monitored to determine compliance with the requirements of CIAC regulations.

PROHIBITION--The school cannot participate in any CIAC- sponsored meets or tournaments.

SUSPENSION--A school is removed from the CIAC and has the status of a non-member in all activities.

FINE--Punitive monetary fines nor to exceed \$10,000 may be imposed.

VI. EXCEPTIONS

Requests for exceptions to the eligibility rules must be made according to Article VIII. Section B.. 4., of the CIAC By-laws.

VII. APPEALS

Any appeals from the decisions of the Eligibility Committee must be made according to Article VIII. Section B., 6., of the CIAC By-laws.

VIII. LIST OF CIAC-CONTROLLED ATHLETIC ACTIVITIES

GIRLS ACTIVITIES

Fall Winter Spring

Cross Country Basketball Golf
Field Hockey Gymnastics Lacrosse
Soccer Indoor Track Outdoor Track
Swimming Softball
Volleyball Tennis

BOYS ACTIVITIES

Fall Winter Spring

Cross Country Basketball Baseball
Football Hockey Golf

Soccer Indoor Track Lacrosse
Swimming Outdoor Track
Wrestling Tennis
Volleyball

IX. EFFECTIVE DATE These rules shall be in effect on, and after July 1, 2008.

X. For the rule interpretations, Sunday is considered the first day of a calendar week.



State of Connecticut Department of Education Health Assessment Record



To Parent or Guardian:

In order to provide the best educational experience, school personnel must understand your child's health needs. This form requests information from you (Part I) which will also be helpful to the health care provider when he or she completes the medical evaluation (Part II).

State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, a physician assistant or the school medical advisor prior to school entrance in Connecticut (C.G.S. Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th or 10th grade. Specific grade level will be determined by the local board of education. This form may also be used for health assessments required every year for students participating on sports teams.

Please print

Student Name (Last, First, Middle)	Birth Date	<input type="checkbox"/> Male <input type="checkbox"/> Female
Address (Street, Town and ZIP code)		
Parent/Guardian Name (Last, First, Middle)	Home Phone	Cell Phone
School/Grade	Race/Ethnicity <input type="checkbox"/> American Indian/ Alaskan Native <input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Black, not of Hispanic origin <input type="checkbox"/> White, not of Hispanic origin <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Other
Primary Care Provider		
Health Insurance Company/Number* or Medicaid/Number*		
Does your child have health insurance?	Y N	If your child does not have health insurance, call 1-877-CT-HUSKY
Does your child have dental insurance?	Y N	

* If applicable

Part I — To be completed by parent/guardian.

Please answer these health history questions about your child before the physical examination.

Please circle **Y** if "yes" or **N** if "no." Explain all "yes" answers in the space provided below.

Any health concerns	Y N	Hospitalization or Emergency Room visit	Y N	Concussion	Y N
Allergies to food or bee stings	Y N	Any broken bones or dislocations	Y N	Fainting or blacking out	Y N
Allergies to medication	Y N	Any muscle or joint injuries	Y N	Chest pain	Y N
Any other allergies	Y N	Any neck or back injuries	Y N	Heart problems	Y N
Any daily medications	Y N	Problems running	Y N	High blood pressure	Y N
Any problems with vision	Y N	"Mono" (past 1 year)	Y N	Bleeding more than expected	Y N
Uses contacts or glasses	Y N	Has only 1 kidney or testicle	Y N	Problems breathing or coughing	Y N
Any problems hearing	Y N	Excessive weight gain/loss	Y N	Any smoking	Y N
Any problems with speech	Y N	Dental braces, caps, or bridges	Y N	Asthma treatment (past 3 years)	Y N
Family History				Seizure treatment (past 2 years)	Y N
Any relative ever have a sudden unexplained death (less than 50 years old)			Y N	Diabetes	Y N
Any immediate family members have high cholesterol			Y N	ADHD/ADD	Y N

Please explain all "yes" answers here. For illnesses/injuries/etc., include the year and/or your child's age at the time.

Is there anything you want to discuss with the school nurse? Y N If yes, explain:

Please list any medications your child will need to take in school:

All medications taken in school require a separate Medication Authorization Form signed by a health care provider and parent/guardian.

I give permission for release and exchange of information on this form between the school nurse and health care provider for confidential use in meeting my child's health and educational needs in school.

Signature of Parent/Guardian

Date

Part II — Medical Evaluation

HAR-3 REV. 4/2011

Health Care Provider must complete and sign the medical evaluation and physical examination

Student Name _____ Birth Date _____ Date of Exam _____

I have reviewed the health history information provided in Part I of this form

Physical Exam

Note: *Mandated Screening/Test to be completed by provider under Connecticut State Law

*Height _____ in. / _____ % *Weight _____ lbs. / _____ % BMI _____ / _____ % Pulse _____ *Blood Pressure _____ / _____

	Normal	Describe Abnormal	Ortho	Normal	Describe Abnormal
Neurologic			Neck		
HEENT			Shoulders		
*Gross Dental			Arms/Hands		
Lymphatic			Hips		
Heart			Knees		
Lungs			Feet/Ankles		
Abdomen			*Postural <input type="checkbox"/> No spinal abnormality <input type="checkbox"/> Spine abnormality: <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Marked <input type="checkbox"/> Referral made		
Genitalia/ hernia					
Skin					

Screenings

*Vision Screening	*Auditory Screening	Lead:	Date
Type: <u>Right</u> <u>Left</u>	Type: <u>Right</u> <u>Left</u>		
With glasses 20/ 20/	<input type="checkbox"/> Pass <input type="checkbox"/> Pass	*HCT/HGB:	
Without glasses 20/ 20/	<input type="checkbox"/> Fail <input type="checkbox"/> Fail	*Speech (school entry only)	
<input type="checkbox"/> Referral made	<input type="checkbox"/> Referral made	Other:	

TB: High-risk group? No Yes PPD date read: _____ Results: _____ Treatment: _____

*IMMUNIZATIONS

Up to Date or Catch-up Schedule: **MUST HAVE IMMUNIZATION RECORD ATTACHED**

*Chronic Disease Assessment:

Asthma No Yes: Intermittent Mild Persistent Moderate Persistent Severe Persistent Exercise induced
If yes, please provide a copy of the Asthma Action Plan to School

Anaphylaxis Allergies No Yes: Food Insects Latex Unknown source
If yes, please provide a copy of the Emergency Allergy Plan to School
 History of Anaphylaxis No Yes Epi Pen required No Yes

Diabetes No Yes: Type I Type II **Other Chronic Disease:** _____

Seizures No Yes, type: _____

This student has a developmental, emotional, behavioral or psychiatric condition that may affect his or her educational experience.
 Explain: _____

Daily Medications (specify): _____

This student may: participate fully in the school program
 participate in the school program with the following restriction/adaptation: _____

This student may: participate fully in athletic activities and competitive sports
 participate in athletic activities and competitive sports with the following restriction/adaptation: _____

Yes No Based on this comprehensive health history and physical examination, this student has maintained his/her level of wellness.
 Is this the student's medical home? Yes No I would like to discuss information in this report with the school nurse.

Signature of health care provider MD / DO / APRN / PA	Date Signed	Printed/Stamped Provider Name and Phone Number
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Immunization Record

To the Health Care Provider: Please complete and initial below.

Vaccine (Month/Day/Year) Note: *Minimum requirements prior to school enrollment. At subsequent exams, note booster shots only.

	Dose 1	Dose 2	Dose 3	Dose 4	Dose 5	Dose 6
DTP/DTaP	*	*	*	*		
DT/Td						
Tdap	*				Required for 7th grade entry	
IPV/OPV	*	*	*			
MMR	*	*			Required K-12th grade	
Measles	*	*			Required K-12th grade	
Mumps	*	*			Required K-12th grade	
Rubella	*	*			Required K-12th grade	
HIB	*				PK and K (Students under age 5)	
Hep A	*	*			PK and K (born 1/1/2007 or later)	
Hep B	*	*	*		Required PK-12th grade	
Varicella	*	*			2 doses required for K & 7th grade as of 8/1/2011	
PCV	*				PK and K (born 1/1/2007 or later)	
Meningococcal	*				Required for 7th grade entry	
HPV						
Flu	*				PK students 24-59 months old – given annually	
Other						

Disease Hx _____
of above (Specify) _____ (Date) _____ (Confirmed by) _____

Exemption

Religious _____ Medical: Permanent _____ Temporary _____ Date _____
Recertify Date _____ Recertify Date _____ Recertify Date _____

Immunization Requirements for Newly Enrolled Students at Connecticut Schools

KINDERGARTEN

- DTaP: At least 4 doses. The last dose must be given on or after 4th birthday.
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday.
- MMR: 2 doses given at least 28 day apart – 1st dose on or after the 1st birthday.
- Hib: 1 dose on or after 1st birthday (Children 5 years and older do not need proof of Hib vaccination).
- Pneumococcal: 1 dose on or after 1st birthday (born 1/1/2007 or later and less than 5 years old).
- Hep A: 2 doses given six months apart-1st dose on or after 1st birthday.
- Hep B: 3 doses-the last dose on or after 24 weeks of age.
- Varicella: For students enrolled before August 1, 2011, 1 dose given on or after 1st birthday; for students enrolled on or after August 1, 2011 2 doses given 3 months apart – 1st dose on or after 1st birthday or verification of disease*.

GRADES 1-6

- DTaP/Td/Tdap: At least 4 doses. The last dose must be given on or after 4th birthday;

- students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine.
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday.
 - MMR: 2 doses given at least 28 days apart- 1st dose on or after the 1st birthday.
 - Hep B: 3 doses – the last dose on or after 24 weeks of age.
 - Varicella: 1 dose on or after the 1st birthday or verification of disease*.

GRADE 7

- Tdap/Td: 1 dose of Tdap for students 11 yrs. or older enrolled in 7th grade who completed their primary DTaP series; For those students who start the series at age 7 or older a total of 3 doses of tetanus-diphtheria containing vaccines are needed, one of which must be Tdap.
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday.
- MMR: 2 doses given at least 28 days apart – 1st dose on or after the 1st birthday.
- Meningococcal: one dose for students enrolled in 7th grade.
- Hep B: 3 doses-the last dose on or after 24 weeks of age.

- Varicella: 2 doses given 3 months apart – 1st dose on or after 1st birthday or verification of disease*.

GRADES 8-12

- Td: At least 3 doses. Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine one of which should be Tdap.
- Polio: At least 3 doses. The last dose must be given on or after 4th birthday.
- MMR: 2 doses given at least 28 days apart- 1st dose on or after the 1st birthday.
- Hep B: 3 doses-the last dose on or after 24 weeks of age.
- Varicella: For students <13 years of age, 1 dose given on or after the 1st birthday. For students 13 years of age or older, 2 doses given at least 4 weeks apart or verification of disease*.

* Verification of disease: Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history.

Initial/Signature of health care provider MD / DO / APRN / PA	Date Signed	Printed/Stamped Provider Name and Phone Number
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GRISWOLD PUBLIC SCHOOLS

267 Slater Avenue
Jewett City, CT 06351

Telephone: 376-7647

Fax: 376-7684

AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINE BY SCHOOL PERSONNEL

Connecticut State Law and Regulations 10-212(a) requires a written medication order of an authorized prescriber, (physician, dentist, advanced practice registered nurse or physician's assistant) and parent/guardian written authorization, for the nurse, or in the absence of the nurse, a designated principal or teacher to administer medication. Medications must be in the original properly labeled container and dispensed by a physician/pharmacist.

Prescriber's Authorization

Name of Student: _____ Date of Birth: _____

Address: _____

Condition for which drug is being administered: _____

Drug Name: _____ Dose: _____ Route: _____

Time of administration: _____ If PRN, Frequency: _____

Relevant side effects: None Expected Specify: _____

ALLERGIES: No Yes (Specify): _____

Medication shall be administered from: _____ to _____
Month/Day/Year Month/Day/Year

Prescriber's Name/Title: _____

Telephone: _____ Fax: _____

Address: _____

Prescriber's Signature: _____ Date: _____



Use for Prescriber's Stamp

PARENT/GUARDIAN AUTHORIZATION

I hereby request that the above ordered medication be administered by school personnel. I understand that I must supply the school with no more than a 45 day supply of medication. I understand that this medication will be destroyed if not picked up within one week following termination of the order or the last day of school, whichever comes first.

Parent/Guardian Signature: _____ Date: _____

Parent's Home Phone #: _____ Work #: _____

SELF ADMINISTRATION OR MEDICATION AUTHORIZATION/APPROVAL

Self administration of medication may be authorized by the prescriber and the parent/guardian and must be approved by the school nurse in accordance with Board policy.

Prescriber's authorization for self administration: Yes No _____
Signature Date

Parent/Guardian authorization for self administration: Yes No _____
Signature Date

School nurse approval for self administration: Yes No _____
Signature

RECORD OF PARENT ANNUAL NOTICE

Dear Parent and Student:

You have been provided with a Griswold Alternative High School Student/Parent/Teacher Handbook for the 2015-2016 school year.

It is important that you and your child read and review the contents of 2013-2014. Student/Parent/Teacher Handbook. It contains notices of rights that you and your child have under law. Please sign and return this page (receipt) to your teacher (case manager) as soon as possible. Your signature indicates that you have read and reviewed this handbook with your child.

I understand and consent to the responsibilities in the District's student behavior policies as outlined in this handbook. I also understand and agree that my child _____ shall be held accountable for the behavior, interventions, and consequences as outlined in the discipline policy at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time and location. I understand that any student who violates the rules established by the Connecticut Interscholastic Athletic Conference is subject to suspension from participation as described in those rules. I further understand that any student who violates the school's rules of behavior shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law.

Regarding student record, certain information about students is considered directory information. Directory information includes: A student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of member of athletic teams, date of attendance, awards received in school, and most recent previous school attend. The District may release directory information unless the parent or eligible student objects to the release within ten school days of the time this notice is issued.

The Griswold Public Schools provides computer access of students for educational purposes.

I understand that any misuse of the computer network or software systems may subject students to GAHS sanctions as well as to applicable **CT General Statutes, Section 53a-251 "Computer Crime."**

I understand and acknowledge the district's procedures concerning the use of video recorders on school buses. I also understand that my child shall be held accountable for his/her conduct on district transportation and for the consequence outlined in the district's discipline procedures for district-approved student transportation.

I have received and reviewed my copy of the 2015-2016 Griswold Alternative High School Student/Parent/Teacher Handbook.

Student's Signature

Date

Parent's/Guardian's Signature

Date

GENERAL INFORMATION

GRISWOLD ALTERNATIVE HIGH SCHOOL

1553 Glasgo Road
Griswold, CT 06351

ALTERNATIVE HIGH SCHOOL PERSONNEL

Erin Palonen, Principal
Gail McHugh, Psychologist
Tina Gavlick, Teacher
Paul Hanusch, Teacher
Kevin Prendergast, Teacher
Stephanie Post, Instructional Assistant

Important Phone Numbers

Superintendent of Schools, Paul Smith.....	376-7600
GAHS.....	376-9129
GHS Main Office.....	376-7640
GHS Guidance Office.....	376-7680
GMS Main Office.....	376-7630
GES Main Office.....	376-7610
Special Education Office, Erin Palonen, Director.....	376-7650
Director of Curriculum, Instructions and Assessment, Susan Rourke	376-7600
Health Office,.....	376-7647
School Psychologist, John Cormier.....	376-7648
Social Work Counselor, Penny Avalos.....	376-7649
Educational Resource Center, Susan Salley.....	376-7633

Fax Lines

Superintendent’s Office.....	376-2071
GAHS.....	376-9122
GHS Office.....	376-7684
GMS Office.....	376-7631
GES Office.....	376-7612
Special Education Office.....	376-7653

DISCRIMINATION POLICY

IT IS THE POLICY OF THE GRISWOLD BOARD OF EDUCATION NOT TO DISCRIMINATE IN ANY OF ITS EDUCATIONAL PROGRAMS, ACTIVITIES, OR EMPLOYMENT PRACTICES ON THE BASIS OF RACE, SEX, NATIONAL ORIGIN, COLOR, RELIGION, HANDICAPPING CONDITION, AGE, SEXUAL ORIENTATION, OR MARITAL STATUS.

Title IX coordinator– 376-7600
Section 504 Coordinator, – 376-7650
Civil Rights Coordinator — 376-7600