

Pine Grove School

Parent and Student Handbook

2017-2018



(Please review this handbook and complete the ZIP SLIP form acknowledging your receipt and understanding of the Pine Grove School Handbook)

www.avon.k12.ct.us

PINE GROVE SCHOOL
Avon, CT

PREFACE

The contents of this handbook are designed to provide a framework for the smooth and efficient operation of Pine Grove School. Every healthy, successful community requires a set of guidelines to help direct it. This handbook serves as our guide. It establishes expectations for responsible actions on the part of all its citizens. It includes necessary information for the daily activities of school life. The information included should assist parents as they guide their children's education. The book is arranged so that a page or pages can be printed out and utilized for future reference.

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Any changes in policy, that affect portions of this Handbook, will be made available to students and parents through newsletters, web pages, and other communications.

As this handbook cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

A school is much more than bricks and mortar; more than rules and regulations; and more than names and faces. A school is a vibrant community of citizens, young and older, living and working together to accomplish a common goal – the creation of a supportive, nurturing learning environment. The guidelines and information included in this handbook can help lead us to the attainment of that goal. Kindly read it and use the information provided to help us maintain that feeling of community and a supportive learning environment here at Pine Grove School. When finished please sign and return back cover of this handbook. Feel free to contact your child's teacher or school leadership should you have any questions.

Pine Grove School
"Together we Share, Discover, Create and Achieve"

Mr. Jess M. Giannini
Principal

Mrs. Amy Borio
Assistant Principal



TABLE OF CONTENTS

AVON PUBLIC SCHOOLS MISSION STATEMENT	1
ADMISSION AND PLACEMENT	2
AGE OF STUDENT ENTRANCE INTO THE SCHOOL SYSTEM	2
ADMISSION	2
MAGNET SCHOOLS.....	3
SCHOOL ALTERNATIVES.....	3
TRANSFERS FROM THE SCHOOL SYSTEM	4
CLASS PLACEMENT	4
THE PINE GROVE SCHOOL DAY	4
ARRIVAL AT SCHOOL.....	4
PARENT DROP OFF.....	5
BICYCLE RIDING/WALKING TO SCHOOL	5
DELAYED SCHOOL OPENINGS	5
SCHOOL CANCELLATIONS.....	5
MORNING MEETING	5
ACADEMICS	6
LUNCH	6
RECESS.....	6
DISMISSAL (THE SCHOOL DAY ENDS AT 3:25)	7
PARENT PICKUP.....	7
EARLY DISMISSAL DAYS	8
EMERGENCY DISMISSAL DAYS.....	8
EMERGENCY DISMISSAL PLANNING:	8
BUSES ARRIVING HOME LATE.....	9
MESSAGES FOR STUDENTS.....	9
MESSAGES FOR TEACHERS.....	9
SCHOOL & STUDENT SAFETY	9
ACCIDENT PREVENTION	9
BUS SAFETY	10
PARENTS' RESPONSIBILITY.....	10
PUPIL'S RESPONSIBILITY.....	10
SCHOOL SECURITY AND SAFETY	11
STAY-PUT DRILLS/LOCKDOWN DRILLS.....	12
FIRE DRILLS AND EMERGENCY PREPAREDNESS	12
CHILD ABUSE.....	12
DEFIBRILLATORS IN SCHOOLS (AED's).....	13
ASBESTOS	13
GREEN CLEANING PROGRAMS.....	13
PESTICIDE APPLICATION	14
SCHOOL CULTURE.....	14
THE PINE GROVE SCHOOL PLEDGE:.....	14
ASSEMBLY (TOWN MEETING) EXPECTATIONS	15
PINEY'S POINTS OF AUDIENCE BEHAVIOR:	15
TOWN MEETING LOGICAL CONSEQUENCES.....	15

CLASSROOM EXPECTATIONS	16
CAFETERIA EXPECTATIONS	16
CAFETERIA STUDENT EXPECTATIONS	16
CAFETERIA LOGICAL CONSEQUENCES	17
HALLWAY EXPECTATIONS	17
HALLWAY EXPECTATIONS	17
LOGICAL CONSEQUENCES	17
RECESS EXPECTATIONS	17
STUDENT EXPECTATIONS	18
LOGICAL CONSEQUENCES	18
CLASSROOM PARTIES/BIRTHDAY CELEBRATIONS	18
CLASS PARTIES	18
STUDENT BIRTHDAY CELEBRATIONS	19
TRENDS, TOYS AND OTHER VALUABLES	19
PARTY INVITATIONS	19
SCHOOL CEREMONIES AND OBSERVANCES	19
STUDENT CONDUCT	20
BULLYING	23
WHO CAN HELP ME?	23
A GUIDE FOR STUDENTS	23
BULLYING PROHIBITION	24
CHEATING/PLAGIARISM (Academic Dishonesty)	25
CLUBS, COMMUNITY COUNCIL & PERFORMING GROUPS	25
DANGEROUS WEAPONS AND INSTRUMENTS	25
DRESS CODE	26
ELECTRONIC DEVICES AND GAMES (Radios, Tablets, CD Players, Cell-Phones)	26
DANCES AND SOCIAL EVENTS	27
GUM/CANDY	27
FIRST AMENDMENT RIGHTS	27
HARASSMENT STATEMENT	27
LASER POINTERS	28
OUT OF SCHOOL MISCONDUCT	28
POSTERS	28
PROPERTY, LOCKERS, AND EQUIPMENT	29
SEARCH AND SEIZURE	29
SMOKING	30
TEXTBOOK AND EQUIPMENT CARE AND OBLIGATIONS	30
CONSEQUENCES/DISCIPLINE	30
DETENTION	30
EXPULSION	31
SUSPENSION	32
STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS	32
THE ELEMENTARY ACADEMIC PROGRAM	33
LANGUAGE ARTS	33
MATHEMATICS	33

SCIENCE.....	33
SOCIAL STUDIES.....	34
FIELD TRIPS.....	34
FIELD TRIP MONEY.....	34
FINANCIAL ASSISTANCE.....	34
ART.....	34
CHARACTER EDUCATION.....	35
LIBRARY/MEDIA CENTER.....	35
MUSIC.....	35
STRINGS PROGRAM.....	35
TECHNOLOGY.....	36
WELLNESS (Physical Education & Health Education).....	36
HOMEWORK.....	37
MAKE-UP WORK.....	38
PROGRESS REPORTS/REPORT CARDS.....	38
STATE AND NATIONAL TESTING.....	38
ATTENDANCE.....	38
ATTENDANCE.....	Error! Bookmark not defined.
ABSENTEE PHONE LINE (860) 404-4790.....	39
ABSENTEES AND AFTER SCHOOL ACTIVITIES.....	39
IN ATTENDANCE.....	Error! Bookmark not defined.
ABSENCE.....	Error! Bookmark not defined.
EXCUSED ABSENCE.....	Error! Bookmark not defined.
UNEXCUSED ABSENCE.....	Error! Bookmark not defined.
LEAVING SCHOOL GROUNDS/RELEASE OF STUDENT FROM SCHOOL GROUNDS.....	41
TARDINESS.....	Error! Bookmark not defined.
TRUANCY.....	Error! Bookmark not defined.
GRADE LEVEL INFORMATION.....	42
KINDERGARTEN.....	42
FIRST GRADE.....	42
SECOND GRADE.....	42
THIRD GRADE.....	42
FOURTH GRADE.....	43
SCHOOL SERVICES.....	43
CRISIS INTERVENTION.....	44
ESOL.....	45
INSURANCE PROGRAM.....	46
PROCEDURES FOR RESOURCE ASSISTANCE.....	46
SPECIAL EDUCATION.....	47
STUDENT ACADEMIC AND BEHAVIORAL SUPPORT.....	48
PROCEDURES FOR RESOURCE ASSISTANCE.....	48
TRANSPORTATION.....	49
HEALTH SERVICES.....	50
HEALTH SERVICES.....	50
ABSENCE FROM SCHOOL.....	50

ADMINISTRATION OF MEDICINE.....	51
COMMUNICABLE/INFECTIOUS DISEASE	51
EMERGENCY INFORMATION CARD	52
FOOD ALLERGIES	52
HEALTH RECORDS.....	52
HOMEBOUND	53
HOMELESS STUDENTS	53
IMMUNIZATION	53
PHYSICAL EXAMINATIONS.....	53
PSYCHOTROPIC DRUG USE	53
GENERAL INFORMATION	54
ACCESS TO STUDENT RECORDS	54
ADVERTISING	54
ANIMALS.....	54
ANTI-DISCRIMINATION POLICIES	54
BOARD OF EDUCATION.....	55
CHAPERONE RESPONSIBILITIES	55
DISMISSAL OF STUDENTS/LEAVING SCHOOL GROUNDS	56
DISTRIBUTION OF MATERIALS	56
FUND-RAISING.....	57
LOST AND FOUND	57
PARENT CONFERENCES.....	57
PARENT INVOLVEMENT/COMMUNICATIONS	57
PARENT-TEACHER ORGANIZATION.....	58
SCHOOL DISTRICT RECORDS	58
STUDENT RECORDS.....	58
TEACHER AND PARAPROFESSIONAL QUALIFICATIONS.....	60
TRANSFERS AND WITHDRAWALS.....	60
TUTORING.....	61
VACATIONS	61
VISITOR/VOLUNTEERS	61
WEBSITES	62
WEBSITE MEDIA RESTRICTIONS.....	62
THANK YOU!.....	62



AVON PUBLIC SCHOOLS MISSION STATEMENT

Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.

Avon Public Schools Statement of Beliefs

We educate students intellectually, socially, emotionally, and physically to acquire knowledge and skills, to develop creativity and character, and to pursue their interests, realize their potential, and meet the challenges in a constantly changing world.

We believe that

- A high quality education is fundamental to create a life with purpose, meaning, and happiness.
- Educated people of good character are essential to democracy.
- Public education is a responsibility shared by students, parents, school personnel, and community members.
- Trust and respect are prerequisites for sustaining and improving safe and successful schools.
- Critical thinking, intellectual curiosity, and innovation are essential.
- All people have value and should be treated with dignity and respect.

We are committed to.....

- Clear communication and transparent processes.
- Rigorous, comprehensive, and innovative programs.
- Meeting the needs of all students within local, state, and national requirements.
- Collaboration, professional development, and ethical practice.
- Continuous improvement through systematically assessing our actions and outcomes.
- Using all resources efficiently and effectively to the greatest advantage of all students.



Pine Grove School Goals & Strategic Actions

Goal I: Culture

We will:

- Model and maintain a safe and healthy learning environment.
- Provide a positive school climate that respects the dignity and diversity of all individuals.
- Cultivate and celebrate excellence and innovation.

Goal II: Achievement

We will:

- Increase individual student achievement with the Avon curriculum.
- Identify and use a variety of highly effective teaching techniques.

Goal III: Communication

We will:

- Promote opportunities for parents and community members to become active teaching partners.
- Enhance communication opportunities with the use of technology.

ADMISSION AND PLACEMENT

AGE OF STUDENT ENTRANCE INTO THE SCHOOL SYSTEM

The Avon Board of Education has established guidelines (policy #6000 and # 6010) to determine the student entrance age, based on Connecticut state law, the ability of the individual child to profit from attendance, and the best interests of the school community. These guidelines are outlined below:

Kindergarten

A child whose 5th birthday falls prior to the 1st day of January of any calendar year may enter kindergarten the preceding September.

First Grade

1. Children whose 6th birthday falls prior to the 1st day of January of any calendar year may enter first grade the preceding September.
2. A child who turns 6 after the first day of January or February may be permitted to enter first grade in the preceding September if the child has successfully completed a certified kindergarten program.

ADMISSION

A student seeking enrollment in Pine Grove School for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the district's central office. All district enrollments are completed at the central office. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and possible observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available.

Nonresident students from other school districts within the state, (districts in the Hartford, New Haven, Bridgeport and New London regions) who apply pursuant to Board of Education regulations, may enroll in particular programs or schools within the district on a space available basis, without payment of tuition, as part of the inter-district public school attendance program called Open Choice. The Regional Educational Service Centers will determine which school districts are close enough to make transportation feasible. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person having control of a child seventeen years of age may exercise the option by personally appearing at the school district office to sign a withdrawal form. This form will include an attestation from the school's guidance counselor or a school administrator that the district has provided the parent or person with information on the educational options available in the school system and in the community. A student who has attained the age of seventeen and who has voluntarily terminated enrollment in the district's schools

and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination unless such student seeks readmission to the District not later than ten school days after such termination in which school accommodation will be provided not later than three school days after such student seeks readmission. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

Transportation will be provided by the district to a student who previously transferred to another school in the district under the previous NCLB option for schools identified for school improvement.

Parents of students attending District schools have the option to enroll their child(ren) in a magnet school with which the District is a nonparticipating district, if the magnet school has unused student capacity. The District will pay any tuition charge. This does not include the charge for preschool tuition.

MAGNET SCHOOLS

It is recognized that some students may benefit from attendance at a magnet school not limited by school district boundaries. District students may enroll directly into a magnet school, with which the District does not have a participation agreement, on a space available basis. The District will be responsible for any tuition for such enrollment, but not for transportation, unless the magnet school is within the boundaries of the school district. Tuition will not be paid by the district for student placed by their parents/guardians in a pre-school (PK) magnet program. The State Department of Education for the 2013-2014 school year is responsible for preschool tuition costs for all RESC magnets. For the 2013-2015 school year, the preschool magnet school is allowed to charge tuition to the parents of the preschool students on a sliding scale, with the State Department of Education paying for what is not covered.

SCHOOL ALTERNATIVES

Connecticut schools offer a range of educational program to meet the diverse needs and career aspirations of its students in a variety of settings, including comprehensive local schools, regional vocational-technical schools, vocational agriculture centers, charter schools and magnet schools. These programs serve to prepare student for college, the workplace and active citizenship.

The Open Choice program allows urban students to attend public schools in nearby suburban towns. Suburban and rural students are allowed to attend public schools in a nearby urban center. Enrollments are offered on a space-available basis in grades K-12. The Program includes Hartford, Bridgeport and New Haven and their surrounding districts.

TRANSFERS FROM THE SCHOOL SYSTEM

If your family is moving from Avon, please notify the school office of the move. We will ask you to sign a release form which allows us to send your child's school records to the new school.

CLASS PLACEMENT

Every effort will be made to place students with teachers where a positive student-teacher relationship will be established. Parents will have an opportunity to provide information relative to placement. The final decision for placement rests with the principal or his/her designee.

Each spring teachers spend a great deal of time and put a lot of effort into the placement of children in classes for the next school year. Among other considerations, teachers must create classes which have a balance of boys and girls, differentiated reading groups, and which keep together, as much as possible, students who work well together. When possible, students are placed with some students from the current classroom while trying to create a different blend of children who can establish new friendships. All of this is done while also trying to anticipate any personnel changes which may be made for the next school year.

Students who are new to Pine Grove School will be placed classrooms based on the information provided to the school through the child's official records. When possible, new students will also be screened by a certified member of the school's staff. This information may also be used to place the child in an appropriate classroom.

After all these factors are taken into account, very little flexibility remains to consider additional possibilities. Therefore, it is impossible to honor individual requests for specific teachers. A request for a specific teacher will not be considered.

THE PINE GROVE SCHOOL DAY

**SCHOOL HOURS
8:50 AM – 3:25 PM**

ARRIVAL AT SCHOOL

Students may be dropped off and begin entering the school at 8:30 AM Monday through Friday on normal school days. **The school day begins at 8:50 AM.**

Teachers begin supervising classrooms at 8:30 A.M. Therefore, students should not be dropped off at school before 8:30 A.M.

PARENT DROP OFF

Parents are asked to not park at the front of the school. Children may be dropped off in the designated parent drop off location which is marked with signs in the front of the school. There are often many parent drop offs and we ask that children are ready to exit the vehicle and parents move along safely when it is their turn in the drop off line. To facilitate a safe and efficient drop off, we ask that children exit only on the passenger side of the vehicle and step directly onto the sidewalk. **We also ask that children exit their parent's vehicle at all locations within the parent drop off zone and parents do not wait to pull up closer to the school to drop their children off.** This slows the process down tremendously. If you want to escort your child to the door, or if you need to enter the building, park in the lot at the front of the building.

BICYCLE RIDING/WALKING TO SCHOOL

Students may ride their bicycles or walk to school if:

- a. they have their parent's written permission and are supervised by a parent or guardian at all times during their trip to and home from school,
- b. they live in an area that does not require that they cross a busy street (e.g. West Avon Road; Route 44; Country Club Road, etc.),
- c. they cross or walk their bicycles to and from the crosswalk in front of the school, and
- d. State law requires that all students wear helmets when riding bicycles, rollerblades, scooters and skateboards are not allowed in school.

DELAYED SCHOOL OPENINGS

There may be occasions during the school year when, because of inclement weather, it will be necessary to delay the opening of school by 2 hours. **In that event, children may be dropped off beginning at 10:30 and the school day will officially begin at 10:50.**

SCHOOL CANCELLATIONS

In the event school is closed because of bad weather or another emergency, announcements will be made. Information regarding school cancelation will be delivered automatically to parents through our automated messaging service. This service relied on the accuracy of the information provided by the parent at the time of their child's enrollment. This information can be updated. For assistance, contact the school's secretary who can assist you with this process. School closing information is also shared through local radio, television, or by accessing the school's website. Please do not call the radio stations, police, schools or the superintendent.

MORNING MEETING

Many days during the school year, teachers will hold a brief meeting with their class to discuss the events for the day and conduct activities that focus on developing a shared community for learning. This is an important time for young children and these meetings are often used to share important updates and to build relationships. These meetings

are often held at the very start of the school day, another important reason for students to be on time each day.

ACADEMICS

Pine Grove School provides a rigorous and relevant curriculum to all students in grades kindergarten through grade four. Detailed information on curriculum and instruction will be shared during fall curriculum nights each September. All parents are encouraged to attend. Additional overviews of the academic programs offered at Pine Grove School can be found in this handbook's academic section below.

LUNCH

The district participates in the National School Lunch Program and offers to students nutritionally balanced lunches daily. Free and Reduced price lunches are available based on financial need. Information and applications for this program are found on the District website.

It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious choices. Food and beverages offered for sale to students, whether in the cafeteria, school store, or vending machines will meet federal and state standards and guidelines. Students will enjoy a nutrition based meal prepared with high quality fresh and local ingredients whenever possible.

Charging is not encouraged by the District but on that occasion that a student does not have money, they will be offered an alternate meal. Alternate meals include, but are not limited to, the following: a choice of sandwich, fresh fruit and milk.

RECESS

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

Recess time is generally scheduled either immediately before or after their normally scheduled lunch period. On early dismissal days, recess will not be held. Recess provides all students with an opportunity to socialize, to exercise, and to play in a less structured setting. It also allows children to make friends, and to develop the ability to occupy free time creatively. When the temperature outdoors is 20 degrees or warmer, children will go outside for recess. When the temperature drops below 20 degrees or when the wind is blowing, causing the wind chill factor to be below 20 degrees, or when there is any precipitation, the students will remain indoors. The school utilizes a

Weather Bug® station mounted on the school's roof to obtain the most up to date and accurate weather information.

If children are well enough to come to school, then they are well enough to go outside; conversely, if children are not well enough to go outside, then they may not be well enough to be in school.

DISMISSAL (THE SCHOOL DAY ENDS AT 3:25)

Please do not ask to have your child dismissed early from class unless it is absolutely necessary. The end of the school can be particularly hectic as children and teachers are organizing and preparing for dismissal. From approximately 3:00 until 3:25 is a very busy time. Students leaving at that time interrupt the orderly dismissal of all students and can interfere with the teachers' last minute instructions. It can also mean children do not get valuable information at the conclusion of the school day.

If a parent arrives at school after 3:00 they will be asked to enter their child(ren) name(s) to the parent pick up list. The child(ren) will be NOT be called down until 3:25 PM at which time they will be part of the normal end of the day dismissal process.

If your child must be dismissed early for an important appointment which cannot be scheduled during vacation or later in the day, please **send a note to the teacher** with your child rather than having the office interrupt the class with a phone call. It may be necessary on occasion to have your child leave for a doctor's visit; however activities such as sports, music instruction, and other extra-curricular programs should be scheduled so that your child does not have to leave school early. We want to communicate to our children the importance of school. Leaving school early for extra-curricular activities communicates to them that these activities are more important than school.

Thank you for your help in making the dismissal of all children at the end of the day smooth and orderly.

PARENT PICKUP

All students will need to be signed out by a parent or legal guardian to be picked up and dismissed from Pine Grove School. Parents will be checked in beginning shortly after 3:00 each day and will wait in the designated parent pick up location in the school until they are united with their child. Parents and students should exit the building at this time to assist with an orderly dismissal. If necessary, a valid form of identification may be required to gain permission to the school's parent pick up location and/or to dismiss a child. The school reserves the right to ask for identification at any time.

Anyone picking up students at dismissal time (3:25 P.M.) should not park in the bus lanes or the student drop off area at the front of the school. Parking areas should be

used when picking up a child at dismissal time. Parents should be aware that student safety is hindered when cars are blocking the normal bus lanes. If a student's after school or dismissal plans depart from the routine, e.g. if a student is to be picked up by a parent or if a student will be going to a friend's house to visit, a note should be sent to the teacher so that the school is aware of all such plans. All such plans will be made at home before the children arrive at school. Children being picked up will be dismissed to the cafeteria.

EARLY DISMISSAL DAYS

Several afternoons during the school year have been set aside for conferences and professional development. The school calendar lists predetermined early dismissal days. Please take advantage of these days to schedule doctor and dental appointments or other commitments which might otherwise take your child out of school.

EMERGENCY DISMISSAL DAYS

Late-forming storms could require early dismissal for all schools. Other unforeseen circumstances could cause one or more schools to be dismissed early. In the event school will be closing early because of bad weather or another emergency, announcements will be made. Information regarding school cancelation will be delivered automatically to parents through our automated messaging service. (See above) Emergency school closing information is also shared through local radio, television, or by accessing the school's website. At the start of each school year, parents are asked to complete a form regarding emergency school closings. This form will be utilized by the school's staff in the event of an emergency closing. The form indicates the emergency dismissal procedure for your child. Please review the form each fall when school opens and ensure its return to our office. The school will not deviate from this plan unless written permission is given from the parent.

EMERGENCY DISMISSAL PLANNING:

1. Make prior arrangements for your child to go to a neighbor's or a friend's house if school is dismissed early and you are not available.
2. Arrange to have your child go to a neighbor's house until you can pick up your child.
3. Older children might have a key so that they can get in the house.
4. Instruct your child to contact you once he or she has arrived at the designated location.
5. Make certain your child is aware of these arrangements in advance and is comfortable following through with them. Review them with your child occasionally.

In the event of an early dismissal, it is impossible for the children to use the phone at school. To help us keep the phone lines free for emergency calls, please **do not** call school.

BUSES ARRIVING HOME LATE

During the first weeks of school, it takes time for bus routes to settle into a routine and for the buses to run according to a regular, predictable schedule. Occasionally during the school year a bus may be delayed due to traffic conditions, construction or other unforeseen circumstance. If your child's bus does not arrive home when expected at the end of day within a reasonable time you may call the school. If there is no answer in the school office, you may call the bus company at (860) **999-4192** to check on the bus.

MESSAGES FOR STUDENTS

If you need to leave a message at school for your child such as changes in after school plans, please make these calls before 11:00 A.M. unless it is an emergency. Calls after that time may not reach the student in time for dismissal.

MESSAGES FOR TEACHERS

If you would like to give a message, or note to a teacher, you may leave it in the school office, which will see that it reaches the teacher. All teachers have access to voice mail and email and these are excellent and preferred methods of communication by most staff.



SCHOOL & STUDENT SAFETY

Providing a safe environment for our students and staff is a top priority at Pine Grove School. The school cooperates with the Avon Police, Fire Department and civil defense authorities to provide a safety program. The school practices regular safety drills which include stay put drills, fire drills and emergency medical team drills. The parents and the school have a joint responsibility to constantly emphasize to students the importance of adhering to safety procedures.

ACCIDENT PREVENTION

Student safety on campus and at school related events is a high priority of the District. Although the district has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow Pine Grove School Pledge of conduct.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff that are over-seeing the welfare of students.

BUS SAFETY

The following school bus rules are carefully explained to all children and posted in each classroom at the beginning of the school year. We ask that you become familiar with them and help us enforce them.

PARENTS' RESPONSIBILITY

1. Parents should make sure that children reach the school bus stop at least five minutes prior to the scheduled bus pick-up (10 minutes at the start of the school year as new bus routes may impact pick up and drop off time).
2. If a school bus or transportation vehicle is at a designated pick-up location on time and the student is not there and misses his/her ride, then it is the parent's responsibility to secure transportation to school.
3. Parents should accompany younger children to the bus stop for the first few days of school. A parent (or responsible adult) is required to meet kindergarten students at bus drop-off.
4. Parents should instruct children:
 - a. To look both ways before crossing the street.
 - b. To wait on the roadway shoulder, off the pavement.
 - c. To wait in one group at a distance of 25 feet away from the main thoroughfare.
 - d. To behave responsibly at the bus stops and on the bus.
5. If pupil behavior is a problem at the bus stops, parents should provide supervision until the school bus arrives. Parents may do this individually, or on a rotating schedule with other parents of children at the same stop.
6. Parents should understand that their child's failure to observe rules and regulations may lead to them being denied transportation. If students are not behaving on the bus on the way home, it may return to school. If, in the judgment of the principal or assistant principal the student's behavior warrants removal from the bus, a parent or guardian will be called to pick up the child at school.

PUPIL'S RESPONSIBILITY

1. While waiting for the school bus and boarding it, the pupil should:
 - a. Be at the designated bus stop at least five minutes prior to the scheduled pick-up time.
 - b. Always wait for the bus on the shoulder of the highway or sidewalk away from the main thoroughfare, in one group.
 - c. Wait until the bus comes to a full stop before trying to get aboard. When boarding the school bus, stay in line. Enter in an orderly fashion.
 - d. Students waiting across the road from the designated bus stop should continue to wait until the bus comes to a full stop and displays its flashing lights and the driver signals to the student that it is safe to cross before attempting to cross the street.
2. When leaving school, pupils should:

- a. Follow directions of the principal or teacher.
- b. Obey the directions of the bus driver.
3. While riding in the bus, pupils should:
 - a. Remain properly and quietly seated while the bus is in motion.
 - b. Not jeopardize the safety of others. Usual rules of good conduct should be observed. Be courteous to fellow passengers and bus driver.
 - c. Keep all parts of their body inside of the bus at all times.
 - d. Secure permission of driver before opening windows of the bus.
 - e. Obey instructions of the bus driver promptly.
 - f. Know that eating, drinking, smoking and foul language are not permitted on the bus.
 - g. Refrain from defacing or marring the school bus in any manner.
 - h. Refrain from distracting the attention of the bus driver from his/her duties at any time.
 - i. Never throw objects in the bus, out the bus windows, or, when off the bus, at the vehicle.
 - j. Follow school behavioral expectations of regard and respect.
4. When leaving the school bus, pupils should:
 - a. Stay in line. Do not crowd or push; do not lag behind; leave in an orderly fashion.
 - b. Go directly home; do not loiter.
 - c. Remain directly in front of the bus, if it is necessary to cross a street after leaving the bus, until the bus driver, who has checked carefully in both directions, signals that it is safe to cross. Proceed directly across the street after checking both directions, as an added precaution.
 - d. Stand aside on the shoulder of the road, if it is not necessary to cross the highway, until the bus has moved on; walk on the shoulder of the road (or sidewalk) to their destination when traffic can be seen in both directions.
 - e. Walk on the left facing traffic, if there is no sidewalk and it is necessary to walk on the roadway.
 - f. Obey the instruction of the adult in charge, when at the destination of the trip away from school.
5. Pupils should understand that their failure to observe rules and regulations may lead to them being denied transportation. If students are not behaving on the bus on the way home, it may return to school. If, in the judgment of the principal or assistant principal the student's behavior warrants removal from the bus, a parent or guardian will be called to pick up the child at school.

SCHOOL SECURITY AND SAFETY

Each school in the District (beginning July 1, 2014) will develop and implement a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, shall establish a school security and safety committee which will assist in the development and administration of the school's security and safety plan. Each district school will

conduct a security and vulnerability assessment every two years. A copy of Pine Grove School's plan is kept in the school's office and at the district's central office.

For the school year commencing July 1, 2014, and each school year thereafter, the District will develop, maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, (4) recovery.

STAY-PUT DRILLS/LOCKDOWN DRILLS

Every year we have drills that help us to be prepared in the event of an emergency. Stay-put drills are part of the school district's emergency operations plan. The plan calls for the students to remain (stay-put) in their classrooms while the school is inspected and it is determined that safety protocols are in place and operational. Additional steps include testing our communication, readiness and response preparedness. Our primary objective is to ensure the safety of all children and adults at Pine Grove School. Should a parent be visiting the school during a drill they will follow the same procedures as all other teachers and adults. No visitors will be admitted into the school during a safety drill.

FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Students must follow the exit directions posted in each classroom. A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency.

During a drill, students are escorted out of the building by a teacher or staff member. Students are expected to follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, students are to precede along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

In the event of a fire drill, parents must exit the building via the nearest exit.

CHILD ABUSE

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school

staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

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

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

DEFIBRILLATORS IN SCHOOLS (AED's)

Each school will have (1) one automatic external defibrillator (AED) and (2) school personnel trained in AED operation and cardio pulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school-sponsored events not taking place during normal school operational hours. The school also has an emergency action response plan addressing the use of trained school personnel to respond to individuals experiencing sudden cardiac arrest or similar life threatening emergencies.

ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made at the district central office.

GREEN CLEANING PROGRAMS

A green cleaning program to clean and maintain the school will be implemented by July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

“No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect”.

PESTICIDE APPLICATION

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)’s school assignment area may contact the director of buildings and grounds for Avon Public Schools.



SCHOOL CULTURE

THE PINE GROVE SCHOOL PLEDGE:

“I promise to be a respectful, responsible person, to work hard and make Pine Grove School a safe and comfortable place for everyone.”

Each fall during the first 6 weeks of school the staff at Pine Grove School works together with students to develop a shared vision for how our school should look, sound, and feel. These definitions, generated by our students, become the basis for the behavioral norms (rules) adhered to by our entire school community. The development of these rules carries over to the development of individual classroom expectations. Your child’s teacher will provide an overview of his or her behavioral expectations during fall curriculum night. Part of this process is discussing with students the reality of making mistakes and/or poor choices. Students are educated on the importance of good behavior in school and have open and honest discussions about what will happen if their behavior is impeding a positive experience for themselves or others. Logical consequences are introduced after students have had time to understand the behavioral expectations maintained in each area of the school as well as had the opportunity to practice and model appropriate behavior in all areas.

Grade level teams visit spaces in the school like the auditorium, cafeteria and playground to discuss the expectations students have for each other and what they can do to support a positive climate here at PGS. The school principal and assistant principal often lead these discussions. In this way, it is our hope that rules are replaced with the positive “roles” we wish to take on as citizens of Pine Grove School.

To show our commitment the staff and students promises each school year to honor the school pledge by signing one of the many copies found throughout the school.

Visitors to Pine Grove School will find our school pledge and lists of behavioral expectations for all members of the school community to follow.

Parents are encouraged to take time at the beginning of each school year to review the pledge with their children and review the behavioral expectations as well as the logical consequences from the lists below. While these may change periodically, the general information included is appropriate to guide parent and child discussion on the topic. Parents are also asked to review the code of conduct section with their child(ren). This section addresses more serious behavioral issues and their consequences. Because of the wide range in our students ages, we want to provide parents the right to review this list prior to discussing it with their child(ren) and share only that information that they deem appropriate to discuss. General conduct is reviewed with all children often and clear expectations are discussed frequently between students and staff members.

The Avon Board of Education Policy No. 6100, entitled "Student Discipline" addresses (1) actions which may lead to disciplinary action, including suspension and/or expulsion, and (2) procedures governing suspension and expulsion. Connecticut statutes require that the school notify parents of the policy governing suspension and expulsion. Parents may obtain a copy of the complete Policy No. 6100 on the district website.

ASSEMBLY (TOWN MEETING) EXPECTATIONS

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or entertainment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom. We ask students to show respectful behavior to their classmates and teachers when they present. Misconduct during a town meeting may be cause for receiving an assigned seat, forfeiting the right to participate, or such other disciplinary action deemed appropriate for the misconduct.

PINEY'S POINTS OF AUDIENCE BEHAVIOR:

- Pay attention to the speaker
- Clap nicely, no yelling.
- Stay seated quietly
- Keep your hands to yourself.

TOWN MEETING LOGICAL CONSEQUENCES

- Remind students of expected behavior
- Ask students to practice and model appropriate behavior
- Keep close proximity to disruptive students (Sit near or next to them)

- Move students' seats
- Assigned seating
- Remove student only if he/she demonstrates unsafe behavior or if their behavior does not improve after the appropriate amount of redirection and practice.

CLASSROOM EXPECTATIONS

Please contact your child's teacher for more information regarding their classroom's behavioral expectations. Classroom rules are modeled after our school pledge.

Students may be removed from a class by any staff member including teachers, paraprofessionals, substitutes, cafeteria, or secretarial personnel.

Children removed from class for misbehavior and sent to the office for discipline:

1. will discuss the event with the Principal or Assistant Principal,
2. may write an apology, if appropriate,
3. may have their names entered in the Discipline Record,
4. may receive appropriate discipline (loss of privileges and community service),
5. may have parents contacted by phone or mail.

CAFETERIA EXPECTATIONS

The cafeteria is one of our many shared spaces. Many members of the school community utilize this space throughout the day. It is for this reason that rules of cleanliness are to be observed at all times. Misconduct in the cafeteria may be cause for receiving an assigned seat, forfeiting the right to eat in that location or such other disciplinary action deemed appropriate for the misconduct. Parents are allowed to visit their child(ren) during lunch waves and join them for lunch. We ask that parents support us in modeling positive behavior in the lunch room when they visit. This includes staying with their child at their assigned table and not talking during quiet clean up.

For safety reasons, students are not allowed to share or trade food. Children should only consume food they have purchased from the cafeteria or brought from home. Parents are asked to avoid sending students with fast food such as McDonald's. Students will not be allowed to consume fast food in the school cafeteria.

CAFETERIA STUDENT EXPECTATIONS

- Speak and act respectfully
- Keep your body in control
- Use inside voices
- Practice good table manners
- Remain seated

CAFETERIA LOGICAL CONSEQUENCES

- Remind students of expected behavior
- Ask students to practice and model appropriate behavior
- Keep close proximity to disruptive tables
- Move students' seats
- Ask students to "Take a break" at the quiet table. Start with 5 minutes and move up accordingly
- Students who have trouble with quiet clean up, clean and practice the routine independently.
- Alert office if student demonstrates unsafe behavior or if their behavior does not improve after the appropriate amount of redirection and practice.

HALLWAY EXPECTATIONS

Pine Grove School maintains quiet hallways throughout the school day to ensure optimal learning environments in all classrooms. These expectations are reviewed with students often.

HALLWAY EXPECTATIONS

- Walk silently in line
- Walk safely on the stairs
- Leave an appropriate amount of space between people in line
- Go directly from one place to the other place
- Acknowledge others silently in the hallway

LOGICAL CONSEQUENCES

- Remind students of expected behavior
- Ask students to practice and model appropriate behavior
- Keep close proximity to disruptive students (Walk or stand near or next to them)
- Move students in line
- Assign students places in line
- Ask students to go back and walk

RECESS EXPECTATIONS

Recess is an important part of the school's planned day. This time provides children the opportunity for social interaction and to work in collaboration with peers to organize games, think imaginatively and creatively, and problem solve. Misconduct on the playground may be cause for missing play time, forfeiting the right to use certain equipment or participate in certain activities, or other disciplinary action deemed appropriate for the misconduct.

STUDENT EXPECTATIONS

- Use equipment and structures safely.
- Take care of yourself and others.
- Include others.
- Use problem-solving skills to solve conflicts.
- Have fun and laugh as you play.

LOGICAL CONSEQUENCES

- Remind students of expected behavior
- Ask students to practice and model appropriate behavior
- Keep close proximity to areas of the playground where students are struggling with behavior expectations
- Ask students to “Take a break”. Start with 5 minutes and move up accordingly.
- Students who have trouble with following a playground expectations should practice the routine and or be removed from the activity or equipment for a set period of time.
- Alert office if student demonstrates unsafe behavior or if their behavior does not improve after the appropriate amount of redirection and practice.

CLASSROOM PARTIES/BIRTHDAY CELEBRATIONS

Pine Grove Elementary School recognizes the importance of celebrations. Occasional celebrations help our students maintain a healthy balance of learning and fun. An important part of our role is to ensure that celebrations do not disrupt the learning process. Additionally, Pine Grove Elementary School adheres to Avon’s wellness policy that recognizes the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. The school and our staff are responsible for positively influencing student beliefs and habits in these areas. The following guidelines are designed to allow for successful classroom parties and birthday recognitions without infringing upon academic time.

CLASS PARTIES

Classroom parties are held in Kindergarten through grade four at various times throughout the year. The classroom teacher will provide a list of scheduled parties to the families of their students at the start of the school year. Teachers are encouraged to include parents in these celebrations. Class parties are to be scheduled by the classroom teacher with the assistance of the room parents. All plans and details for class parties must be reviewed and approved by the classroom teacher before being finalized by room parents.

Refreshments for class parties should include light snacks and beverages and we ask that you support us in our efforts to provide a blend of treats and healthy snack choices such as cheese, crackers, fruits and vegetables. It is the responsibility of both the

teachers and parents of children with food allergies to communicate regarding classroom parties prior to the first scheduled celebration of the school year. If classroom parties will include food, parents are encouraged to send separate food choices for these celebrations. The class party may also include craft activities or games organized by the room parent, but these kinds of activities are not required.

STUDENT BIRTHDAY CELEBRATIONS

If you would like to have a short class birthday acknowledgement for your child, please speak with your child's teacher in advance as each classroom celebrates birthdays in their own unique way. Birthday recognitions are brief and limited to the classroom community. Parents are asked to drop off the treats in the main office, and these treats will be delivered to the classroom. Due to their brief nature, family members are generally not invited to attend these celebrations. The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students' learning.

TRENDS, TOYS AND OTHER VALUABLES

For the safety of all children, footwear and other equipment such as skateboards, scooters, and inline skates, etc., are not permitted in school. Please do not allow your children to bring toys, trading cards, trendy items, hand held computer games, money or other valuable items to school. This will prevent the loss or damage to such items as well as many peer to peer issues that often center on the use of items such as these. The school will assume no responsibility for the loss of or damage to personal property brought to school.

The school principal reserves the right to ban the use of certain items such as toys, trading cards, or other trendy pop culture objects based on their ability to distract the educational process of a classroom or the school.

PARTY INVITATIONS

Birthday party invitations are not to be distributed at school. Please send such invitations via the U.S. Mail system.

SCHOOL CEREMONIES AND OBSERVANCES

The school recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day and Veteran's Day are encouraged. Pine Grove School reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. School and class plays shall not be overly religious, and church-like scenery will be avoided;
2. Religious music shall not entirely dominate the selection of music; and
3. Program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Building Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.



STUDENT CONDUCT

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location.

Repeated misbehavior may lead to in-school or out of school suspension, in which case parents will be contacted immediately.

Fighting and removal from class for repeated misbehavior are considered serious infractions and may involve the principal or assistant principal and parents immediately. Parents may be asked to remove their child from school for the remainder of the day, or the child may be suspended from school for an entire day.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others.
5. Behaving in a responsible manner.

6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Prescription drugs which are given to person other than who the drug is prescribed.
19. Smoking or using tobacco products.
20. Hazing, bullying

21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Using or possessing a laser pointer unless under a staff member's supervision and in the context of instruction.
25. Cheating, plagiarizing.
26. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
27. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
28. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.

The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
3. Passengers shall not stand while the bus is in motion.
4. Passengers shall keep books, instrument cases, feet, and other objects out of the aisle of the bus.
5. Passengers shall not deface the bus and/or its equipment.
6. Passengers shall not extend head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
7. Passengers shall not smoke or use any form of tobacco.
8. Passengers shall not eat on the bus.
9. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
10. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
11. Students must ride the bus to which they are assigned.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
2. The principal may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to remove the student and call for

law enforcement assistance. The principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Board of Education policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is “seriously disruptive of the education process” for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

BULLYING

We teach our children about respectful behavior. Appropriate discipline will be the consequence of a threat, slur or violence in school, on the playground or on the bus. Such discipline will include reports to the office and parents; and may include suspension, loss of privilege(s) or may be reported to police. Slurs about race, religion, ethnicity or gender are intolerable. Such offenses are given immediate and serious attention.

The Avon Board of Education Policy #5130, entitled Bullying Prevention and Intervention Policy, can be found on the district website. Students should refer to the “Who Can Help Me?” chart, developed by the PGS Community Council, for additional assistance. Because of the serious nature of Bullying as well as the depth of information provided in the policy, what follows is a brief outline of Bullying Prevention and Intervention. Parents are encouraged to contact their child’s teacher, school principal or assistant principal if they have concerns regarding bullying behavior being directed towards their child.



**WHO CAN HELP ME?
A GUIDE FOR STUDENTS**

A chart to help you
prepared by:
Pine Grove School Community Council

Question or Problem?	Go to First	Second	Third
Playground	Duty teacher	Your classroom teacher and/or	Principal or

		parent	Asst. Principal
Cafeteria	Duty teacher	Your classroom teacher and/or parent	Principal or Asst. Principal
Bus problem	Bus Driver **	Your classroom teacher and/or parent	Principal or Asst. Principal
Teacher	The teacher involved	Your classroom teacher and/or parent*	Principal or Asst. Principal
School rules	Your classroom teacher	Your parent	Principal or Asst. Principal
Good ideas for the school	Your classroom teacher and/or your parent	Your council representative	Principal or Asst. Principal

**Unless it is a problem about the bus driver, then skip this step and go to the second step.

BULLYING PROHIBITION

Bullying behavior by any student in the Avon Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association

with an individual or group who has or is perceived to have one or more of such characteristics.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5130 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

CHEATING/PLAGIARISM (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

CLUBS, COMMUNITY COUNCIL & PERFORMING GROUPS

Student clubs, a community council, performing groups, athletic teams and other extracurricular activities may establish rules of conduct for participants that may be stricter than those of students in general. It is the parent and student responsibility to understand and agree to these terms prior to their participation.

DANGEROUS WEAPONS AND INSTRUMENTS

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any

student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Education. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

DRESS CODE

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law. Distracting apparel such as tattoos and brightly dyed/colored hair are also not permitted. Students may not wear hats, caps, hoods, or bandannas must not be worn in the building unless done for religious purposes. Students should be dressed in footwear appropriate for school activities. Example: Students are not allowed to wear flip flops to play on the playground or use the equipment.

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

ELECTRONIC DEVICES AND GAMES (Radios, Tablets, CD Players, Cell-Phones)

Students are not permitted to bring items such as pagers, radios, CD players, tape recorders, camcorders, DVD players, laptops, tablets, cameras, or electronic devices, games, or telecommunications devices with text messaging into classrooms, unless prior permission has been obtained from the teacher or principal. Without such permission, the items will be collected by teachers or the principal. The teacher or principal will determine whether to return the item at the end of the day to be taken home by the student or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct.

The use of electronic devices, such as but not limited to, walkmans, disc players, iPods and cell phones are prohibited during the regular school day. These items must be stored in lockers or backpacks upon entering the building. For safety purposes, the school permits students to possess cell phones; however, cell phones must remain turned off during the instructional day and remain in the student's backpack or locker at all times. **In the event of an emergency during the school day, parents should contact the school office and not try to reach their child on a cell phone.**

DANCES AND SOCIAL EVENTS

School dances and/or social events may be scheduled periodically during the school year. Only legally enrolled students of this school may attend dances unless other arrangements have been made and approved by the administration. Students are expected to dress appropriately for all dances.

Standards of dress, admission costs, and other pertinent instructions for a particular dance will be announced prior to the dance.

GUM/CANDY

Students are not allowed to eat gum and candy in school without permission from a teacher or administrator.

FIRST AMENDMENT RIGHTS

The Avon Public Schools recognize that students have a right to bring into our schools, in a judicious manner governed by regulations, items for posting that are not considered obscene, libelous, disruptive, vulgar, and are deemed by the Administration to be consistent with community standards.

HARASSMENT STATEMENT

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, or any disability they may have. The District has zero tolerance for harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

A student who believes he/she has been harassed is encouraged to report the incident to the principal or assistant principal. The allegations will be investigated and addressed and appropriate disciplinary action taken, where necessary

In addition, the district wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following: (Give examples which are age appropriate.) Any student who believes

that he or she has been subjected to sexual harassment should report the alleged misconduct immediately to his/her teacher, social worker, guidance counselor, administrator, school nurse or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint.

The district will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor and will notify parents of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent in a conference with the principal or designee or with the district Title IX Coordinator.

LASER POINTERS

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school property unless under a staff member's supervision and in the context of instruction. Laser pointers will be confiscated and students will be disciplined.

OUT OF SCHOOL MISCONDUCT

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off-school property and during non-school time.

Examples of off-school conduct that may result in such discipline include but are not limited to:

1. Sale, possession, use, or distribution of dangerous weapons, including martial arts weapons;
2. Use, possession, or distribution of illegal drugs;
3. Violent conduct;
4. Making of a bomb threat;
5. Threatening to harm or kill another student or member of the staff; 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.

POSTERS

Signs and posters that students wish to display must be approved by the Principal. Posters displayed without authorization will be removed. Any student who posts such material without authorization shall be subject to disciplinary action.

PROPERTY, LOCKERS, AND EQUIPMENT

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student.

Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate.

In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage.

Each student is assigned a (desk), (hall locker) and/or other equipment. These items are the property of the school, loaned to students for their convenience during the school year, should be kept in good order and not abused.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by district policy. Parents will be notified if any prohibited items are found in the student's desk or locker.

Students should not attempt to repair school equipment but should notify a teacher or school principal immediately if it isn't function properly. Any damage done will be the responsibility of the person to whom it was loaned for the current year. Students (may/may not) bring in locks from home and attach to assigned lockers. Students are warned not to bring large sums of money or valuables to school, liability for these items remains with the student.

SEARCH AND SEIZURE

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

SMOKING

Smoking or the use of tobacco products is not permitted in the building or on the grounds of Pine Grove School.

TEXTBOOK AND EQUIPMENT CARE AND OBLIGATIONS

Students are responsible for the care of books and supplies entrusted to their use. They will be assessed damage to textbooks, desks, lockers, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

CONSEQUENCES/DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. The (DISTRICT'S) disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to an including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time.

DETENTION

A student may be detained outside of school hours for violation of the code of conduct. The detention shall not begin, however, until the students' parents have been notified of the reason for the detention (and can make arrangements for the student's transportation on the day(s) of the detention).

EXPULSION

An administrator may remove a student from all classes when the student deliberately causes a serious disruption to the teaching and learning process within the classroom.

Prior to an expulsion hearing, information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian.

The Board of Education may expel a student from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled may be eligible for an alternative educational program.

Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board,. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

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

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

If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

A district student who has committed an expellable offense who seeks to return to a District school after having been in a juvenile detention center, the Connecticut Juvenile

Training School or any other residential placement for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District will not expel the student from any additional time for the offense(s).

SUSPENSION

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instance the informal hearing will be held during the suspension.

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student or his/her parents.

STUDENT COMPLAINTS/GRIEVANCES: DUE PROCESS

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal should be requested. Parents are asked to do so in a timely fashion as information connected to the grievance is often impacted by the passing of time. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Education, in accordance with Board policy.

A student and/or parent with a complaint regarding possible discrimination on the basis of gender should contact the District Title IX Coordinator. A complaint or concern regarding the placement of a student with disabilities concerning special education or

programs and services should be discussed with the building principal, assistant principal or district director of pupil services.



THE ELEMENTARY ACADEMIC PROGRAM

A detailed curriculum for each subject area forms the basis for the development of the scope and sequence of skills and the expected outcome for each grade level. Pine Grove School utilizes the Avon Public School Curriculum. This curriculum which is developed by teachers, administrators and national consultants, addresses the standards found in the National Common Core Curriculum. Further information on the curriculum can be obtained from your child's teacher during Curriculum Night Presentations in the fall. Copies of curriculum documents can also be found on the district's website.

LANGUAGE ARTS

Language arts instruction is divided into five categories: reading, writing, listening, speaking, and viewing. The basic reading program, which is the core of the Avon language arts program, incorporates authentic text and literature to teach phonemic awareness, reading comprehension, spelling, writing, and word study. Additionally, guided reading supports and enriches the core program. Children are assessed on a continual basis to assist them in meeting their individual highest level of performance. An integrated approach to the teaching of reading, higher order thinking and comprehension provides the students with a varied, multi-leveled program.

MATHEMATICS

The major goal of the K-4 mathematics curriculum is to provide a learning experience for all students that is based on a true understanding of mathematics concepts. Students will apply these concepts, as well as computational skills, to extensive problem-solving situations. In addition, emphasis will be placed on students' ability to communicate their understanding of mathematics in a variety of ways. Student understanding of mathematics will be assessed through multiple measures. These consist of formal objective tests, performance tasks, journal entries, portfolios and teacher observations.

SCIENCE

The Avon Public School Elementary Science Program is designed to capitalize on children's natural curiosity and sense of wonder. Children are natural scientists--they ask questions about nature, form hypotheses, do investigations and formulate explanations. The Avon Elementary Science Program will stimulate the children's imagination and help them develop logic skills. In addition, it will help the youngsters develop concepts that they will use throughout their lives and show them the importance of science in their daily lives. Since science must be experienced to be understood fully, the Avon Elementary Science Program presents to children a sense of the wonder

of science and the joy of discovery through inquiry. Basic investigative methods are used to develop science concepts as well as process skills. A process skill is a technique scientists use as they actively acquire knowledge in science. Specific process skills stressed in the program are: observing, communicating, measuring, classifying, collecting data, inferring, predicting, experimenting and interpreting data.

SOCIAL STUDIES

The elementary social studies program is heavily integrated into our language arts units of study. Each grade level curriculum focus on thematic units such as the local community, the state, or the nation. Students explore text and concepts connected to these themes which have their foundations in national standards. The curriculum is a spiral of sequential development in content, conceptual thinking and skill achievement in the social sciences.

FIELD TRIPS

As part of the educational program of the schools, children take trips to various points of interest. These trips are carefully planned and supervised by teachers and are designed to complement the school curriculum. A child will not be allowed to go on a field trip unless he/she brings a permission slip signed by a parent. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the principal. While on a trip, all students are considered to be “in” school. This means that conduct and dress standards will be appropriate for the field trip activity.

FIELD TRIP MONEY

Children do not need money on field trips. Please do not send your child with money for field trips.

FINANCIAL ASSISTANCE

Students will not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or any other related expenses. Any student who needs financial assistance for school activities should contact the school psychologist, a teacher, or administrator to request confidential assistance.

ART

The elementary art program is designed to introduce students to the elements and principles of design through the exploration of a wide variety of art materials and techniques. The emphasis is on process rather than product. Students are encouraged to express themselves and to use an aesthetic eye when evaluating their own work and that of other artists. This creative insight enables the students to communicate in a way

that extends beyond the scope of written language and gain an aesthetic understanding of art in the world around them.

CHARACTER EDUCATION

A character education program is provided for all students in grades one through four. The program focuses on problem solving, coping skills, and discusses the anti-bullying program. For more information on our character education program parents can contact the school's psychologist or principal.

LIBRARY/MEDIA CENTER

Students are invited to use the books, magazines, newspapers, videos, CD's and other materials, including computers, located in the (media center). Students are responsible for any material they sign out. Materials must be returned to the librarian at the circulation desk. Students must pay for any materials they lose or damage. A student's grades, transcript or report card may be withheld until a student's obligation is met.

Guidelines have been established for the use of the Internet. Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the Board of Education that all student must sign the Responsible use policy which indicates that a student agrees to use the Internet exclusively for educational purposes. Each contract must also include a signature from the student's parent/guardian.

MUSIC

Music in the elementary schools is an important part of the education of every child. It consists of a variety of musical experiences such as learning to match pitch, rhythmic and creative experiences, listening, moving and responding to music and developing the ability to read and write music notation, as well as learning to appreciate the music of other cultures and times. All fourth graders have the additional experience of performing in a chorus twice a year and the opportunity to begin string instruction. Students are encouraged to develop critical thinking skills for self-improvement and musical growth at all levels of music instruction.

STRINGS PROGRAM

The Avon Public Schools are proud to offer beginning instruction on string instruments starting in 4th grade. The first year of instruction is critical and includes one 30-minute pull-out lesson and one ensemble per week. Groups are formed based on instrument and classroom teacher. In addition to a lesson there is one large orchestra rehearsal per week during recess. This rehearsal gives all string students a chance to play together and represent their school. As always parent participation is encouraged at lessons in order to reinforce curricular ideas at home.

TECHNOLOGY

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action. Parents and students are required to review and sign the Avon Acceptable Use Policy Form at the start of each school year.

Every classroom has at least one computer, students and staff have access to several classroom sets of Chrome Books, and two computer labs also serve as valuable school resources. This equipment can be used to enhance instruction within the Avon Curriculum. All students in grades K-4 work with technology on a regular basis. Structured lessons provide valuable tips on how to use technology to help students learn. Time working with technology can be scheduled by teachers when they are working on special projects as well.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

WELLNESS (*Physical Education & Health Education*)

Each grade level has 60-65 minutes per week of Wellness. The physical education portion is a movement education program and is supplemented by activities involving developmental sports skills. The main areas of focus of the program are to help children become better coordinated, more confident in their own physical abilities, and to feel good about their bodies and the way they appear.

A problem-solving approach to teaching is used for class work. This approach allows all children to participate successfully at their own ability level, allows each child the opportunity to become fully involved in the class work, and helps develop a feeling of confidence on the part of the child in performing physical tasks. This in turn helps to develop a positive self-image, which is a major objective at Pine Grove. Children work both individually and in small groups. Emphasis is placed on helping one another, sharing and thinking. Purposeful effort in all activities is required of each child. This ultimately leads to success, and this is our main objective for all children.

The emphasis on good sportsmanship is particularly important to the future development of the child's participation in sports or games activities. Treating each other with respect and telling someone that they did a "good job" is imperative to the ultimate success of the individual. Pine Grove students will learn the development of good character in both winning and losing situations.

The health education portion is also a critical component of our wellness block. Work in this area focuses on developing an understanding of the qualities of life and is comprised of physical, mental, social and emotional components. Health education helps individuals understand what they feel about themselves, others and their environment. The Health Education program is intended to prepare students to value the quality of individual, family, and community health. The program fosters students' self-awareness and develops skills for effective decision-making.

HOMEWORK

Homework should be introduced in the elementary school years to extend independent practice of new learning, encourage responsibility, develop good habits and study skills, and teach students effective management of time. At the elementary level, homework should reinforce and give added practice for concepts learned in the classroom as well as develop and encourage creative activities in children. Nightly reading is expected practice for students in each grade level.

Students have many different abilities, work habits, and study skills. For these reasons the amount of time that it takes for students to complete the same homework assignment may vary. What takes one student 20 minutes to complete may take another student 30 minutes and another student more or less. Please speak to your child's teacher if he or she is struggling with homework completion.

Some suggestions you may follow to help your child complete his or her homework assignment:

- It is important that children have a quiet place to work.
- You can help your child by making certain that he or she has all of the necessary books, paper, pencils, etc. available before beginning work.
- You can help your child work out a schedule which will ensure that every assignment is given adequate time for completion. If the child does not seem to understand an assignment or is struggling with it, please see if you can help clarify. If the difficulty continues, have him or her stop working and write a note to the teacher explaining the difficulty.

Teachers will provide homework assignments for students who are absent **two** or more consecutive days for approved reasons. Please let the school know when your child will probably return to school.

Students who are absent due to a family vacation during the school year may be provided homework assignments the teacher has already prepared, but parents and students should not expect teachers to prepare assignments in advance.

A full overview of the district policy on homework (policy #6063) can be obtained on the district's website or by visiting the school's office.

MAKE-UP WORK

A student will be permitted to make-up tests and to turn in projects due in any class missed because of absence. The teacher will make every effort to assist the student by explaining the assignment and its requirements. The make-up work may need to be completed outside of school hours if the teacher determines it necessary based on the circumstances and/or amount of work in need of make-up.

For any class missed, students may be assigned make-up work based on the instructional objectives of the subject or course and the needs of the student. Beginning in grade four, the student is responsible for obtaining and completing make-up work within the time specified by the teacher.

PROGRESS REPORTS/REPORT CARDS

A written report card is a teacher's assessment of your child's effort and progress at his or her instructional level. Progress and effort displayed by each student are indicated. Progress reports are sent home to parents three times a year for grades 1-4 and twice for kindergarten. Students are expected to deliver report cards to their parents. Report card envelopes must be signed by the parents and returned to the school, for the first two marking periods.

Parent conferences are scheduled twice, after the completion of the first and second marking period. Additional conferences are encouraged if either the parent or the teacher feels they are necessary. In addition, the classroom teacher will notify the parents about the progress of the student on an as needed basis.

STATE AND NATIONAL TESTING

All students in grades 3 through 8 inclusive and grade 10 or 11 shall annually take a mastery examination in reading, language arts and mathematics. Students in grades 5, 8 and 10 or 11 shall annually take a statewide mastery examination in science. Special education students participate in mastery testing programs except in the rare case when participation in an alternate assessment is detrimental to the student's IEP.



ATTENDANCE

ATTENDANCE STATEMENT

Students are required to attend school as required by Connecticut state law. The parents or guardians have the responsibility for assuring that students attend school. A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school, for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered

absent. Policy #6072, Student Attendance and Unexcused Absences, can be found on the district website or obtained in the school office.

ABSENTEE PHONE LINE (860) 404-4790

If your child will be absent from school, please report that absence to our school office between the hours of 8:00 AM until 4:00 PM. Before or after school hours, you may leave a message on our “Absentee Phone Line” by calling 404-4790. Please include the child’s name, the reason for the absence, and the name of the child’s teacher. **It is important to note that proper documentation still needs to be provided within 10 school days of the absence. (See excused absence below)**

At 10:00 AM each morning our automated attendance system will automatically contact the parents of any child who has not been entered as absent by our attendance clerk.

ABSENTEES AND AFTER SCHOOL ACTIVITIES

If a child is absent from school, s/he may not participate in after-school activities, including but not limited to after school enrichment, concerts, Open Houses, etc.

GUIDELINES& DEFINITIONS

1. Definitions:

- a. Students:** individuals enrolled in pre-kindergarten through grade 12 in the Avon Public Schools.
- b. Excused Absence:** A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student’s return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:
 1. For absences one through nine, a student’s absences from school are considered excused when the student’s parent/guardian approves such absence and submits appropriate documentation.
 2. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
 - student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence)
 - student’s observance of a religious holiday
 - death in the student’s family or other emergency beyond the control of the student’s family
 - mandated court appearances (additional documentation required)

- the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason)
- extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance

c. Unexcused Absences: A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. The absence meets the definition for an excused absence (including documentation requirements)
2. The absence meets the definition of a disciplinary issue

d. Disciplinary Absences: Absences that are the result of school or district disciplinary action are excluded from these definitions.

e. Truancy: unexcused absences from school for four or more days in one month or ten unexcused absences from school in any one school year.

d. Tardy: Students who are not in their homeroom by 8:55 A.M. are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action if the principal determines that tardiness is excessive.

2. Unexcused absences from school or a class are considered a serious offense and may result in disciplinary action.
3. Unexcused absences from school or classes could reflect a lack of academic effort that may result in a grade reduction, grade retention or loss of credit.
4. Teachers will make a reasonable effort to assist students in making up class work, homework, assignments, and quizzes and tests for all excused absences. Teachers will also make a reasonable effort to assist students who were absent from school, as long as the students have made the effort to seek homework assignments in advance and agree to engage in learning activities while absent.
5. An accurate system of student attendance records will be maintained for each student in each school and classroom.
6. The superintendent will develop and publish administrative regulations to assist parents or others in meeting this responsibility and attendance requirements under Connecticut General Statutes. Legal References: CGS 10-184 CGS 10-198a CGS 10-220 CGS 10-235 CGS 45b-149

ATTENDANCE MONITORING PROCEDURES

- a. At the beginning of the school year or upon the enrollment of a student during the school year, the building principal will request from the parent or other person having responsibility for the student a telephone number or other means of contacting the parent or other person during the school day.
- b. Each school will maintain a system of monitoring student absences.
- c. Whenever a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or a designee will make a reasonable effort to notify the student's parent or other person having responsibility for the student electronically unless the parent or other person has already notified the school and the reason for the absence. The notification effort will include at least three attempts to reach the student's parent or the other person responsible for the student.
- d. When a student's attendance is considered unsatisfactory, the student will be referred to a student assistance team for review.

MAKE-UP WORK

Generally, class work, including tests and quizzes, can be made up within a period not longer than twice the length of the student's absence. Additional time may be obtained upon request if a reasonable excuse is approved by the school administration. A schedule of teacher availability for make-up assignments will be regularly communicated to students. Additional assistance may be obtained from teachers at the request of the student at a time specified by the teacher.

TRUANCY

- a. Whenever a student is truant, the building principal or a designee will schedule a conference with the parent or guardian to discuss and evaluate the reason for the truancy and to develop a plan to resolve the truancy.
- b. The director of pupil services will coordinate services with and referral of students with truancy problems to community agencies providing child and family services.
- c. If the parent or guardian fails to confer with the school administration regarding the unexcused absences or otherwise fails to cooperate with the school administration in resolving the truancy problem, the superintendent must file a "family with service needs" petition.

LEAVING SCHOOL GROUNDS/RELEASE OF STUDENT FROM SCHOOL GROUNDS

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall not be honored as it is impossible to positively identify the student's parent or guardian over the phone. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is

identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office.

If someone other than a parent/guardian picks up the student, the person appearing in the school office should bring a note of identification from the parent or guardian as well as a valid form of identification.



GRADE LEVEL INFORMATION

KINDERGARTEN

Parents of kindergarten students are encouraged to read with their children every day. Kindergartners may also share with parents any work which is brought home. Emphasis should be placed on identifying and discriminating between likenesses and differences as represented by pictures, letters, and numerals. Occasionally parents will be requested to review at home a skill for which the child may need practice and reinforcement. For example, students may be given sight word or math fact flash cards to practice with at home. Counting is another important skill to reinforce. Plenty of time to play is essential for kindergarten students; play helps develop language, social, and motor skills.

FIRST GRADE

In first grade, children should read with parents nightly, review vocabulary, study spelling words, and/or complete special activities from homeroom or math. Occasionally, children are asked to complete work not finished in class. The average length of time should be approximately 15 minutes per night.

SECOND GRADE

Children are asked to read daily to reinforce skills being taught in the classroom. They are asked to study prepared spelling lists weekly and to study basic addition and subtraction facts regularly. Short math review assignments are given for daily homework. Throughout the year, children are asked to do other activities at home (i.e., projects, speech preparations, reports, etc.) Occasionally, children are asked to complete work not finished in class. The average length of time spent on homework should be approximately 15-30 minutes per night.

THIRD GRADE

The average child will be assigned about 30 minutes of written work per night, a combination of math and homeroom (language arts, science, social studies).

Periodically long-term projects and/or reading will be assigned. Reading for enjoyment is also assigned nightly.

FOURTH GRADE

In general, your child should be spending 45-60 minutes a night on homework. Occasionally, an assignment may take a few minutes longer. However, if you find that your child is consistently working over an hour every night, we encourage you to contact the teacher immediately to discuss the problem. Students are also expected to work at a steady pace on independent, long-term assignments (e.g. book reports, writing projects).



SCHOOL SERVICES

AMERICAN WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity in which that person is involved receives federal funding directly.

All individuals who are disabled or “handicapped” are protected under Section 504. However, individuals who have been determined to be “handicapped” under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with “handicaps” are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504 accommodation plan is designed for each student according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on

clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities.
2. has a record of such an impairment, or
3. is regarded as having such an impairment

While Section 504 provides a means for preventing discrimination against students with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on students' strengths, for capitalizing on what students bring to the instruction process - not on what they lack. Should you have any questions regarding Section 504, please call either your child's school principal or the district Civil Rights Coordinator for the Avon Public School System District at 860-404-4710.

CRISIS INTERVENTION

The Avon Board of Education policy number 6131 on Crisis Intervention explains how the school district will intervene in a personal crisis or in the case of suicide or threatened suicide.

Possible behavioral signs of a person in crisis may include:

- withdrawal/isolation (e.g. hiding in lavatories, skipping classes)
- aggressive acting out (e.g. fighting)
- sudden dropping out of school-related activities (e.g. clubs, sports)
- drastic decline in school performance
- risk-taking behaviors (e.g. hanging out of windows, jumping off objects, etc.)
- chronic tardiness to school
- excessive absenteeism
- always completing assignments after the due date
- frequent somatic complaints/frequent visits to the nurse's office
- frequent injuries/accidents; frequent crying; unusual outbursts of temper; inability to concentrate (e.g. falling asleep in class)
- giving away possessions
- verbal threats of suicide
- frequent verbal expressions of negative self-worth
- getting one's life in order (e.g. sudden turning in of back assignments, sudden make up tests not necessarily coinciding with the end of a marking period)
- talking about "going away"/"leaving"/"not coming back"
- excessive fascination with death
- unusual gain or loss of weight
- pathological/excessive denial of feelings or problems

If you see any of these signs, take action by discussing the situation with the principal, your doctor, or a mental health professional.

EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. John Spang, Assistant Superintendent of Finance and Operations, is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

ESOL

Parents of Limited English Proficient (LEP) Students participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services. Those services may include, but are not limited to, additional instructional time in a small group setting with an English language acquisition specialist and tutoring within or outside the classroom.

FACILITIES

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are expected to remain in the area in which their activity is scheduled to take place.

After dismissed and unless involved in a teacher/staff supervised activity, students are expected to leave the campus immediately.

FEES

Materials that are part of the basic educational program are provided without charge to students. A student is expected, however, to provide his or her own supplies of pencils, erasers, and notebooks. The student may be required to pay certain other fees or deposits, including:

1. Club dues.
2. Security deposits.
3. The materials for a class project that the student will keep.
4. Personal physical education and athletic equipment and apparel.
5. Voluntary purchases of pictures, publications, class rings, yearbooks, etc.
6. Student accident insurance.
7. Insurance on school-owned instruments, instrument rental and uniform maintenance.
8. Parking fees and student identification cards.
9. Fees for damaged library books and school-owned equipment.*
10. Membership dues in voluntary clubs or student organizations and admission fees to extra-curricular activities.

GUIDANCE AND COUNSELING

Social services and counseling are rendered by professionally qualified members of the school staff. These responsibilities generally fall on the school psychologists at the K-4 elementary level. They work to help the student function more successfully within the school environment. The district's comprehensive counseling program strives to assist students in acquiring critical skills in the academic, career, and personal/social aspects of development. More comprehensive counseling, whether in small groups or one to one, requires parent permission prior to commencement.

School counselors will use a variety of methods to assist students in overcoming barriers to learning, to make strong connections with the educational opportunities in the school and to ensure that every child learns in a safe, healthy and supportive setting. For more information parents may contact the school psychologist directly.

INSURANCE PROGRAM

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

PROCEDURES FOR RESOURCE ASSISTANCE

If a teacher thinks there is a need for reading or math resource help for a student, the following steps will be followed:

1. The teacher will confer with the student's other teachers.
2. The teacher will confer with a resource teacher and/or the school's student assistance team who will use student data from various sources to examine the student's progress.

3. The teacher will complete a resource form and will discuss it with a building administrator.
4. The teacher will confer with parents about concerns and classroom support/accommodations.
5. With parental consent, the resource teacher will screen the student, if necessary, to validate the need for resource help. A child may receive resource assistance as a result of the screening.
6. If resource help is determined to be necessary, the teacher will work out a schedule with the resource teacher and then the resource teacher will send home a permission slip for approval of resource placement.
7. Resource teachers provide supplemental, remedial instruction directly correlated with classroom objectives.

SPECIAL EDUCATION

The role of the Pupil Services Department is to conduct programs and to offer services that will provide appropriate education for all students who need special education. The department develops a variety of support services for students and teachers. These are designed to help students with special needs to ultimately function successfully within the mainstream of our school and society. The department also works with other educational agencies locally and throughout the state to provide services for youngsters whose needs are more severe.

In all cases, the parents play an important role in the evaluation process, program formulation and review.

- The student's academic progress and/or social behavior is initially discussed between the teacher and the parents.
- The student's difficulties and the evaluation procedures are discussed with the parents. Their written approval is obtained before a student is evaluated.
- The parents are invited to participate in the formal Planning and Placement Team (PPT) sessions, where the child's evaluations and special educational programming are discussed.
- The parents will be given a summary of the procedures, significant results of the evaluations and the recommendations of the Planning and Placement Team.
- The written consent of parents will be obtained before initially placing a student in a special education program or before placing a student in a program out of the district.

The federal government requires all states to conduct activities designed to locate, evaluate and identify all disabled children, regardless of severity, who need special education and related services. In Avon, the Director of Pupil Services has been appointed to conduct the "child-find" on a local level and coordinate referrals received from the central state office. Avon residents are asked to refer children with disabilities who may not be known to the Avon Public Schools to the director's office at (860) 404-4710.

Information regarding the district's policy on the use of seclusion and restraint can be obtained from the district website and/or from the office of the director of pupil services.

STUDENT ACADEMIC AND BEHAVIORAL SUPPORT

Avon Public Schools employs a tiered support model to insure that all students are performing to their full potential by closely monitoring student academic and social emotional development. To assist in the identification of students at risk for meeting grade level expectations, universal assessments are used systematically throughout the school year. Once identified, areas of concern are targeted using a tiered support model that begins with our district's core curriculum differentiated to meet student need and advances as needed through tiers of intervention.

For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement.

PROCEDURES FOR RESOURCE ASSISTANCE

If a teacher thinks there is a need for reading or math resource help for a student, the following steps will be followed:

1. All students participate in Tier 1 instruction that follows the district curricula. Students benefit from well-planned instruction that includes the use of effective teaching strategies, differentiation of presentation, material and activities as needed and the application of learning in meaningful, real world problems.
2. Teachers monitor student progress using formative and summative assessments, as well as universal screenings given to all student throughout the year.
3. If a student is unable to maintain adequate progress and meet grade level benchmarks teachers will attend to the area of weakness by providing short term interventions, known as Tier 1 Interventions, targeted to specific student needs and monitor student response to the interventions. At this time teachers can consult their grade level team, building specialists or department coordinators to develop an individual intervention plan or access additional resources. Student achievement levels and areas of concern are also communicated to parents.

4. A student not making sufficient progress in identified areas noted on progress monitoring assessments, district and/or diagnostic assessments will be provided the next level of support. Tier 2 interventions are designed to remediate the root cause preventing a student from achieving through the use of a more intense intervention plan. This plan is often implemented by a building specialist or intervention tutor. To access this support teachers would provide this information to the designated building administrator, specialists and/or department coordinators responsible for scheduling interventions. This communication can take place during a universal screening cycle, at a Student Assistance Team meeting or at the request of a teacher. The need to make changes to a student's intervention plans and the reason are communicated to parents by the classroom teacher.
5. If a student is not making sufficient progress in a Tier 2 Intervention the student's intervention plan is reviewed and changed as needed. The result may indicate the need to increase the level of support once again to by decreasing group size, increasing the frequency of intervention, and/or altering the instructional materials or approach. These students will move to Tier 3 when needed. The primary difference between Tier 2 and 3 interventions is the ratio of students to interventionist as well as the frequency and intensity of intervention. Tier 3 intervention students continue to receive strong Tier 1 instruction and all aspects of Tier 2 intervention that were effective with the addition of more prescriptive, targeted instruction. Again, the need for changes are communicated and discussed with the designated building administrator, specialists, department coordinators and parents.

TRANSPORTATION

The Avon Board of Education provides transportation for all school-age children who attend public schools in our community. In addition, students with mental, physical, or emotional disabilities are eligible for alternative transportation services if they are not able to be accommodated on regular bus runs.

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

School bus routes and schedules are distributed to families of school children before school starts. Bus transportation must remain consistent. Since we transport so many students and because buses have established load limitations, we require that children ride only the buses to which they are assigned. Per district policy, students are not permitted to ride the bus to a friend's home if it is different than their daily route. All our bus drivers are aware of their responsibilities and that all teachers have reviewed the rules for bus conduct with their students at the beginning of the school year. All bus drivers have the ability to write reports regarding students who are not following rules of respect and safe behavior. Incidents of children breaking bus behavior rules will be

reported to and handled by the school principal or assistant principal. Bus rules and behavioral expectations can be found in the Conduct section of this handbook and parents should review these rules prior to the start of the school year with their child(ren).

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place.

YMCA Before/Afterschool Program

The YMCA offers a dynamic program in the Pine Grove School. It runs Monday through Friday (with 2 & 3 day options). Morning starts at 7:00am to the start of the school day and PM care runs to 6:00pm. If you have any questions or would like to register call the Farmington Valley YMCA 860-653-5524.



HEALTH SERVICES

HEALTH SERVICES

The school health office is designed to provide care to students who become ill or are injured while in school. The health program offered in the Avon Public Schools will be administered by a registered nurse in each school building (Board Policy #6120). There is a registered nurse in the building throughout the school day. Occasionally, a substitute nurse may be working in the health room. In addition to your child's pediatrician/family practitioner, there is a school medical advisor, Dr. Rosenberg, who is available to the nurse for consultation. If your child is under a physician's care for a health problem or if you notice a change which may affect his/her school day, please inform the school nurse or teacher as appropriate. If your child has a food allergy or other health issue, contact the school nurse to develop a health care plan.

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

ABSENCE FROM SCHOOL

For the benefit of your child and to help prevent the spread of illness, the following guidelines are recommended:

1. Do not send your child to school if he/she has had a fever or was vomiting within the last 24 hours.
2. A child who has a severe cough should not come to school.

If your child becomes ill at school, the school nurse will call you to pick him/her up. If the nurse cannot reach you, she will call other names that you have listed on your child's emergency card. In the event your child becomes suddenly ill or injured at the end of the school day, the nurse will not send your child home on the school bus. Instead, the nurse will call you to pick up your child.

ADMINISTRATION OF MEDICINE

Whenever possible, try to give your child his/her medication at home. Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. All medication must be in original container with proper labels. All medication must be brought to the school by the parent/guardian and delivered only to the school nurse. Students are not allowed to carry or take medication in school unsupervised.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at appropriate times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

COMMUNICABLE/INFECTIOUS DISEASE

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

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

EMERGENCY INFORMATION CARD

Emergency cards are kept on file in the health room for every student and are updated annually. Emergency telephone numbers and special health information are listed on the front side of the card. Please notify the school if there is any change in the emergency information during the school year.

An “Authorization for Administration of Standing Order Medication” is on the reverse side of the emergency card. Parent/legal guardian authorization is necessary for your child to receive “standing order medication” in school, such as Tylenol or Benadryl for allergic symptoms. The medicines are authorized by the school medical doctor to be given as considered necessary by the school nurse.

A completed and signed emergency card is important in the event that the school should need to contact you for dismissal or referral of your child for medical care. In addition, your written permission is necessary for your child to receive standing order medication. Therefore, please complete both sides of the emergency card and return it to the school that your child will be attending.

FOOD ALLERGIES

The school is committed to providing a safe environment for students with food allergies and to support parents regarding food allergy management. A plan based upon guidelines promulgated by the State Department of Education will be implemented for each student for the management of students with life-threatening food allergies and glycogen storage disease.

Substitutions to the regular meal provided by the school can be addressed with an Individualized Health Care Plan (IHCP) and an Emergency Care Plan (ECP) shall be developed and implemented for students identified with food allergies. Such students may also be eligible for accommodations and services under Section 504 and special education law.

The District’s specific plan for managing students with life-threatening food allergies will be posted on the District website.

HEALTH RECORDS

School nurses maintain a cumulative health file for each student which includes the results of physical exams and other significant health information. These records are accessible to certified staff working with the child if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student

graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

HOMEBOUND

Home instruction is available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by a physician, psychiatrist or the Planning and Placement Team. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

HOMELESS STUDENTS

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. Parents who find themselves homeless should contact the school principal for guidance on how to proceed.

IMMUNIZATION

Before being permitted to attend the Avon Public Schools, the Avon Board of Education requires proof of the state mandated immunizations. The form must be signed by the student's health care provider and submitted to the school nurse prior to starting school. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. Required immunizations are listed on the State of Connecticut Health Assessment Record form which will be provided to students upon registering.

For further information regarding immunizations contact the school nurse.

PHYSICAL EXAMINATIONS

All students must present evidence of a physical examination upon enrollment to the district. The physical examination must be documented on a "State of Connecticut Department of Education Health Assessment Record" form (C.G.S. 10-204a). Health assessment shall also be required for students entering kindergarten, in grade 5 and in grade 9. All students in grades K-6 and grade 9 will undergo vision screening by the school nurse. Hearing screening will be conducted for all students in grades K-3, grade 5 and grade 8. Postural screening will be conducted for all students in grades 5 through 9.

PSYCHOTROPIC DRUG USE

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners,

district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.



GENERAL INFORMATION

ACCESS TO STUDENT RECORDS

The Avon Board of Education Policy No. 6160 addresses the access to student records. The school maintains academic records on all students. The Principal is the record custodian. Parents may review or request a copy of their child's records by submitting a written request to the school office.

Board of Education Policy No. 6160 is available on the district website or in the school office. The policy addresses release of student records, discarding of student records, challenging the content of the student record and an appeal procedure.

ADVERTISING

The public schools maintain careful controls on the way in which students are exposed to materials and announcements, other than those directly related to school sponsored programs and activities. Caution is exercised to prevent exploitation of the system and its students. District-prescribed standards shall be met.

ANIMALS

Refer to The Avon Board of Education Policy #2045, entitled "Animals in Schools," for information on the appropriate presence of animals in school. This policy can be obtained on the district website or in the school office. With a few exceptions, animals are not allowed in school or on school grounds.

ANTI-DISCRIMINATION POLICIES

The Avon Board of Education, as stated in Policy #2001, does not knowingly condone discrimination on the basis of sex, age, race, creed, national origin, physical handicap, or in any services provided or operated by the Avon Board of Education. A complete copy of that policy including a grievance procedure is available on the district website, in the Pine Grove School Office or in the Board of Education office, 34 Simsbury Road, Avon, CT 06001.

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Nutmeg Board of Education are:

Chairperson: Peggy Roell

Vice-Chairperson: Katharine Zirolli

Secretary: Wendy Howard

Members: Jeff Bernetich, Ken Birk, Brian Glenn, Houston Putnam Lowry, Ames Shea, Jay Spivak.

In order to perform its duties in an open and public manner and in accordance with state law, the Avon Board of Education holds regular business meetings on the third Tuesday of each month at 7:00 PM in the Avon High School community room. Parents, students and other community members are encouraged to attend.

Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda the Board chairperson will recognize individuals who want to make a statement, not more than 5 minutes in length, or to express a viewpoint. In addition, if they give advance notice to the Superintendent, individuals with relevant issues for discussion may have such issues placed on a future Board agenda for a more thorough discussion of the topic.

The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

CHAPERONE RESPONSIBILITIES

Pine Grove School encourages parents and family members to volunteer as a chaperone for field trips and other special events throughout the year. All adult chaperones will be asked to be fingerprinted and agree to a background screening to ensure the safety of all our students. Many local police departments provide fingerprinting and background check services. There is generally a fee which will be paid directly to the department conducting the services. Found below are the phone numbers of local police departments that offer finger printing services for your convenience:

Avon = (860) 677-9746

West Hartford = (860) 523-5203

Simsbury * (860) 658-3100

Farmington* = (860) 675-2400

Canton* = (860) 693-0221

*Must be a resident of the town or work in the town to utilize their services.

DISMISSAL OF STUDENTS/LEAVING SCHOOL GROUNDS

The school will not dismiss a child from school unless we are satisfied that the child is being dismissed at the request of the custodial parent the child lives with, the guardian, or an authorized person. Students who will be picked up from school should be sent to school with a note to be given to the teacher. The teacher will then send that note to the office, where we will keep a copy for our records. At 3:25 when students are dismissed from school, your child will meet you in the designated parent pick-up location. If a note has not been sent in the morning, and it becomes necessary to pick up your child, please come to the office by 3:15 p.m. and sign the end of day sign-out sheet. At 3:25 p.m. the names will be read over the intercom, and your child will know to meet you in the cafeteria at dismissal.

Parent who arrive between 3:00 PM and 3:25 PM to pick up their child will be asked to wait in the parent pick up line to collect their child(ren). **The office staff will not call to dismiss students from classrooms between 3:00 PM and 3:25 PM.** Please plan accordingly.

We do not allow students to leave the school grounds during school hours without the written request of a parent or guardian or the direct approval of the principal or assistant principal.

DISTRIBUTION OF MATERIALS

Printed materials may be distributed to parents by students as a means of communications. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

The principal or his/her designee may approve such distribution providing:

1. The material is related to the school, PTO, local recreational or civic activity that has been previously approved by the superintendent's office.
2. The material does not relate to any religious belief or activity, or promote private gain.
3. The material does not promote any outside governmental political party, candidate or position.
4. Does not promote profit making organizations.
5. Does not advocate a position regarding a referendum question.

Materials that have a religious content may be made available to students during non-instructional time. The District has the right to impose neutral time, place and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not endorsed or sponsored by the District.

Publications prepared by or for the school may be posted or distributed, with prior approval by the principal, sponsor or teacher. Such items include school posters, brochures, school newspapers and yearbook.

FUND-RAISING

Individual students, student groups or classes may be permitted to conduct fund-raising drives for approved school purposes. Students must obtain permission at least two weeks in advance. The approval process includes: completing a Community Service Planning Sheet, meeting with the principal or his/her designee to review the project, and proposing the activity to the community council for approval. Only approved projects will be allowed at school. School bake sales will not be granted permission.

LOST AND FOUND

Any articles which are found in the school or on school grounds should be turned in at the (main office). Unclaimed articles will be disposed of or donated to a local charity based on their condition. This will take place twice a year, prior to the winter recess and at the end of the school year. Loss or suspected theft of personal or school property should be reported to the main office so that we can support you in the return of the item(s). It is important to note, the school is not responsible for lost or stolen items.

PARENT CONFERENCES

Parents are encouraged to become partners in their child's educational successes. Scheduled conferences occur twice per year, upon the completion of both the first and second marking periods. These conferences take place both during the day and at night from 6:00 – 9:00 PM to accommodate different schedules. Additional conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference. A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Additional conferences are held during school hours but every effort will be made to accommodate parent schedules.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

PARENT-TEACHER ORGANIZATION

The Pine Grove School PTO is a vital link between the school, community and the parents it serves. Thus, parents are urged to join and take an active part in the PTO. Parents are urged to become involved in the Pine Grove School Parent-Teacher Organization. The purpose of the PTO is to promote the welfare of children and to foster the intelligent cooperation of parents, teachers, and administrators in the education of their children. The PTO encourages an exchange of ideas and information between educators, parents, and children through its programs, special projects, and publications.

All Pine Grove parents are members of the PTO. There are no dues. PTO business meetings are held in the evening in the library or school cafeteria. All parents and teachers are invited to attend. Dates and times are listed in the school calendar and newsletters.

For more information on the programs and events sponsored by the PTO please visit: www.pgspto.com

SCHOOL DISTRICT RECORDS

Interested persons may inspect “public district records” which are maintained at the office of the Superintendent of Schools, during normal hours of business. Copies of records, permitted by law to be disclosed, may also be attained.

STUDENT RECORDS

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

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

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

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student’s records. “School officials with legitimate educational interests” include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with

which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

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

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

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

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

Copies of student records are available at a cost per page as determined by the district central office, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this

handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

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

The District will release to the Parent Teacher Association the names, addresses, telephone number and grade levels of students (unless the District is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student) provided such information is to be used by the PTA for its own school activities or school business.

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

Parents and eligible students have the right to file a complaint with the U.S. Department of education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

TRANSFERS AND WITHDRAWALS

Students withdrawing from school must notify the main office one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal and release of records form.

On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.

On their last day of attendance, student/parents will be given a Withdrawal Form and an Authorization to Release Student Records.

TUTORING

Teachers may not teach privately (tutor) students of the school in which he/she teaches. The school building may not be used for private tutoring purposes. This does not apply to teacher of homebound children employed by the Board of Education.

VACATIONS

The school strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Family vacations or trips that take place when school is in session and cause a student's absence total to exceed 10, will be considered "unexcused absences." Teachers will not provide work in advance of student vacations nor will teachers be expected to reteach the classes due to the vacation.

VISITOR/VOLUNTEERS

Parents and other visitors are welcome to visit Pine Grove School. All visitors must first report to the principal's office. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted. We ask all parents and visitors to assist us in modeling good behavior for our students.

Parents and family members are also encouraged to volunteer in their child's classroom. All arrangements to volunteer should be made in advance and agreed upon between the teacher and parent or family member. Volunteering opportunities are also available through the P.G.S. P.T.O. In some instances, volunteers may be asked to agree to be fingerprinted and to a background screening to ensure the safety of all our students.

WEBSITES

School web pages must contain material that reflects on educational purposes. Teachers are not required to maintain websites or post assignments or homework on their site. Many teachers do utilize websites as a means of communication and as a method of providing both students and parents with important information. Parents should inquire with their child's teacher about the use of their website. School web pages are not to be used for personal, commercial or political purposes; and are considered a publication of the Board of Education.

WEBSITE MEDIA RESTRICTIONS

To publicize the achievements of our students and the great work that they do, we occasionally publish our students' names, faces or achievements in our school and district publications, or release the information to local newspapers, television or media. We may also post the information on the school district's web site.

If you would like to restrict the release of any information regarding your child, please fill out the "Website Media Restriction" form at the beginning of each school year.



THANK YOU!

The staff and students of Pine Grove School thank you for taking the time to review our handbook and supporting us in our effort to make Pine Grove School a safe and comfortable place for everyone. If you have any questions regarding the handbook or its contents, please contact a member of the school leadership team.

Kindly acknowledge the receipt of this handbook, and that you have read through and understand its contents with your electronic signature. This should be done through the use of Zip Slip.