

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Regular Meeting

August 27, 2018

The regular meeting of the Groton Board of Education was held on August 27, 2018, in CR 1 of the Town Hall Annex.

1. CALL TO ORDER

The meeting was called to order by Dr. Andrea Ackerman, Vice Board Chairperson, at 6:00 p.m.

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

PRESENT

Mrs. Kim Shepardson Watson
Dr. Andrea Ackerman
Mrs. Rosemary Robertson
Mrs. Rita Volkmann
Mrs. Lee White
Mr. Jay Weitlauf

ABSENT

Mrs. Katrina Fitzgerald
Mrs. Jane Giulini
Mrs. Gretchen Newsome

Dr. Michael Graner, Superintendent of Schools
Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Samuel Kilpatrick, Director of Buildings and Grounds
Mr. Ken Knight, Business Manager
Miss Addie Clark, Student Representative
Mr. Daniel Gaiewski, Student Representative

B. RECOGNITION AND PARTICIPATION AND DELEGATIONS

NONE

C. COMMENTS FROM CITIZENS

1. Mrs. Portia Bodolon, 159 Shennecossett Parkway, expressed her support for a Junior ROTC Program in the Groton Public Schools. She also asked what was setting the WSM Magnet School apart from the CMS Magnet School. She stated that she needed more information.

II. RESPONSE TO COMMENTS FROM CITIZENS

Mrs. Watson noted that she would invite Coordinators and Principals to the September 10, 2018 COW meeting to review each Magnet School Program. Mrs. Watson also noted that discussion of a Junior ROTC Program would be placed on the September 17, 2018 COW meeting agenda.

III. STUDENT REPRESENTATIVE REPORT

The Student Representatives reported:

- Freshman Orientation will be held August 23 and 24, 2018; incoming freshman were split up into groups with a teacher leader and a couple of upperclassmen volunteers; incoming students visited different areas, participated in different activities, viewed presentations and had their school picture taken.
- First Day of School will be September 4, 2018. Even though it is a Tuesday, it will not be an X-Block day for students.
- Parking Lots at Fitch High School – Starting in the 2018-2019 school year, all students who drive to school will have an assigned parking spot that they must purchase through the Main Office at Fitch High School. All student must fill out the parking permit request form before they will receive a parking spot. The parking spot costs \$10.00 for the year; for an extra \$30, Seniors can paint their spots on the Senior Painting Days. Any questions about parking, please feel free to call Erin McGuire at Fitch High School or email her at emcguire@groton.k12.ct.us.
- Senior News:
 - Senior parking spot painting days will be on:
 - Friday, August 24, 2018, 2:00 p.m. – 6:00 p.m.
 - Saturday, August 25, 2018, 2:00 p.m. – 6:00 p.m.
 - Sunday, September 2, 2018, 9:00 a.m. - 12:00 p.m.
 - Saturday, September 8, 2018, 2:00 p.m. – 6:00 p.m.
 - Painting is prohibited on the parking spots not during the times above.
 - Anyone who has not filled out their parking permit request form will not be allowed to paint a spot until they do so.
 - The Senior Class will also be hosting a Car Wash Fundraiser at Johnson's Hardware in Groton on Sunday, September 2, 2018, from 1:00 p.m. – 4:00 p.m.
- Fitch Music Department will be hosting a Royal Run at Bluff Point State Park on Saturday, September 8, 2018. Same day registration will open at 8:30 a.m. and the Race will start at 10:00 a.m. Registration is open online at the Fitch Website until Friday, September 7, 2018. The registration fee is \$25.00 for the race and a \$5.00 fee for the youth .5 mile fun run. All proceeds will go towards the Fitch Music Department's trip to London this winter. The race is 3.6 miles long and there is a 2 mile walking option.
- Fitch Athletics: Pre-Season practices are underway! Anyone who is wishing to participate in a fall sport needs to contact the Athletic Director, Marc Romano, and he can be contacted by calling Fitch High School or via email at mromano@groton.k12.ct.us.

IV. SUPERINTENDENT AND ADMINISTRATION REPORTS

1. APEX Learning Program Update (Attachment #1)

Adam Diskin gave an overview of the APEX Learning Program. He noted that the pilot ran as a summer program for 4 weeks, for 2 hours a day, 4 days per week. Mr. Diskin introduced Raymond Valentine, a student in the summer program, who shared his experience while taking Geometry. He stated that it was a positive experience for him.

IV. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

2. Alliance District Groton Update

Dr. Graner noted that he was told that there is no money for Groton and Thompson School District. For Groton this is due to there being no increase in ECS funding. Dr. Graner stated that he may be meeting the commissioner on Friday and hope to receive more information on Groton's status.

A. REPORTS AND INFORMATION FROM THE STAFF

1. Assistant Superintendent Report (Attachments #2, 3, 4, 5)

Ms. Austin introduced Valerie Nelson who led the Summer Writing Project. Mrs. Nelson gave an overview of the Summer Writing Project.

Ms. Austin shared the summer work relative to Curriculum, Instruction, and Assessment as well as the August 30, 2018 Professional Development Program. She also shared and read a poem by John Steinbeck. Ms. Austin noted that she will start the week of September 24-28, 2018 with "*Say Hello*", a youth Violence Prevention Program by Sandy Hook Promise.

2. Business Office Report [ATTACHMENT #6]

➤ **Object Code Summary**

Mr. Knight gave an overview of the Object Code Summary dated August 23, 2018 showing an unexpended balance of \$175,099.

➤ **Health Insurance Report**

Mr. Knight noted there was no report.

3. Director of Buildings and Grounds Report

➤ **Groton 2020:** Mr. Kilpatrick noted that the PSBC was moving forward with the construction planning for all three schools.

➤ **Summer Projects:** Mr. Kilpatrick noted that his department has been working on magnet spaces at the middle school and upgrading special education spaces. He also noted that there are new cleaning procedures recommended by OSHA.

➤ **Water Testing Update:** Mr. Kilpatrick noted that testing was done at CC and FHS at the end of the school year. A concern was found in a fountain at CC and in lavatory sinks at FHS. Also, the Field House was above the action level and the two fountains were secured. He noted that presently he is waiting for the results of further testing. He anticipates the results later this week.

IV. COMMITTEE REPORTS

1. Finance/Facilities Committee:

Mr. Weitlauf noted that the Finance and Facilities Committee met on August 13, 2018 and reviewed the salaries and wages of Central Office Personnel, the FY20 CIP and discussed options for the DoD Supplemental funds.

IV. COMMITTEE REPORTS – cont.

2. Policy Committee:
Mrs. White noted that the Policy Committee met and discussed the policies on the agenda for a first reading.
3. Curriculum Committee:
Dr. Ackerman noted that the Curriculum Committee met with Math teachers. She stated that it was a productive discussion.
4. Negotiations Committee:
Mrs. Watson noted that negotiations with the Secretaries is complete and the Board is presently in negotiations with the teachers.
5. LEARN:
Mrs. Volkmann noted that the LEARN Executive Board met last Thursday. She noted that they discussed the Ocean Avenue Learning Academy that will be opening soon.
6. Town & City Councils/RTM/Board Liaison Committee:
Mrs. Watson noted that the Town and City Councils/RTM/Board Liaison Committee met on August 1, 2018 and discussed the Groton 2020 and the City and Town Beautification initiative.
7. GEA/AGSA/BOE Liaison Committee:
There was no report.
8. Groton Scholarship:
There was no report.
9. CABE
There was no report.
10. Trails Liaison:
There was no report.

V. ACTION ITEMS

A. CONSENT CALENDAR

1. RESOLUTION ACCEPTING BOARD MINUTES

RESOLVED, that the regular meeting minutes of June 25, 2018 and the special meeting of July 23, 2018, is hereby accepted and approved.

A. CONSENT CALENDAR – cont.

RESOLVED, that the gifts are hereby accepted and approved:

- a. Groton Lodge of Elks #2163 has made a donation of \$500.00 to the Food Services Department.
- b. PCC Structural, Inc. has made a donation of \$2,749 to the Food Services Department.
- c. Mr. and Mrs. William McDonough have made a donation of \$50.00 in memory of Roberta Blanchette to the Autism Program.

MOTION: White, Robertson: To approve the Consent Calendar.
PASSED - UNANIMOUSLY

B. OLD BUSINESS

NONE

C. NEW BUSINESS

1. Discussion and possible action regarding the 2018-2019 Tuition Chart and the IB Diploma Program Tuition. (Attachment #7)

MOTION: Robertson, White: To approve the 2018-2019 Tuition Chart and the IB Diploma Program Tuition.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding the implementation of the APEX Learning Program.

MOTION: Weitlauf, Ackerman: To approve the implementation of the APEX Learning Program.
PASSED - UNANIMOUSLY

3. Discussion and possible action regarding the first reading of policy P 6172.3 Home Schooling. (Attachment #8)

MOTION: White, Robertson: To approve as a first reading policy P 6172.3 Home Schooling.
PASSED - UNANIMOUSLY

C. NEW BUSINESS – cont.

3. Discussion and possible action regarding the first reading of policy P 5141.4 Reporting of Child Abuse and Neglect. (Attachment #9)

MOTION: Volkmann Robertson: To approve as a first reading policy P 5141.4 Reporting of Child Abuse and Neglect.

**YES – Watson, Robertson,
Volkmann, White, Weitlauf
ABSTINED – Ackerman
PASSED**

4. Discussion and possible action regarding the Superintendent's contract. (Anticipation of discussion in Executive Session.)

MOTION: To approve the Superintendent's contract.

A. LETTERS, COMMUNICATIONS, AND COMMENTS

1. Dr. Ackerman noted:
 - a. She attended the activity at the Mystic Marina.
 - b. She noted that she is on the negotiations committee and PSBC which she will be unable to attend due to negotiations.
 - c. She attended the Summer Writing Project
 - d. She attended the APEX Learning Program.
2. Mrs. Robertson noted:
 - a. She attended Sound Community Service meeting.
 - b. She attended two GASP meetings.
 - c. She attended the Sandy Hook Promise meeting.
 - d. She attended the GASP Mothers Against Drunk Drivers meeting.
 - e. She initiated the bottle collection at FHS.
3. Mrs. Volkmann noted:
 - a. She attended the FHS Band Fundraiser.
 - b. She noted calls relative to the reduction of buses for the Multicultural Magnet School.

VII. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

B. Suggested Agenda Items

NONE

VIII. EXECUTIVE SESSION

MOTION: Ackerman, White: To go into Executive Session at 7:40 p.m. for the purpose of discussing the Superintendent's contract.
PASSED – UNANIMOUSLY

The Board discussed the Superintendent's contract. No action was taken.

MOTION: Ackerman, Volkmann: To return to Open Session at 7:55 p.m.
PASSED – UNANIMOUSLY

MOTION: Watson, White: To approve the extension of the Superintendent's contract for one year and to add 5 days to the contract.
PASSED - UNANIMOUSLY

MOTION: Ackerman, Robertson: To adjourn at 7:56 p.m.
PASSED - UNANIMOUSLY

2018 APEX SUMMER SCHOOL PILOT REPORT UPDATE

- Enrollment Information

Total students enrolled = 27

- ✓ Credit recovery = 25
- ✓ Unique credit (advancement and enrichment) = 2

- Course Information

Total courses taken = 39

- ✓ Mathematics: 14
- ✓ Language Arts: 7
- ✓ Social Studies: 6
- ✓ Science: 6
- ✓ Electives: 6

- Course Completion Information

- ✓ Completed course with passing grade = 31
- ✓ Incomplete courses = 8

- Update on Incomplete Courses

- ✓ 2 courses - progress is continuing
- ✓ 6 courses - if given opportunity, classes will continue during the fall semester

- Possible Uses for APEX Program

- ✓ Credit recovery
- ✓ Tutoring support
- ✓ SRBI
- ✓ Special Education course support
- ✓ Unique credit
- ✓ SAT prep
- ✓ Alternative learning program for expelled students

Cost of Program - \$59,800

Apex Learning Price Quote

Groton Public School District
PO BOX K
GROTON, CT 06340-1411



1215 4th Ave, Suite 1500
Seattle, WA 98161

Attention: Michael Graner

Groton Public School District has requested a price quote from Apex Learning® for a digital learning solution. Apex Learning proposes the following digital curriculum and services to meet your goals and objectives.

Digital Curriculum	Extended Price
High School Courses: Unlimited enrollments for all students district wide	\$26,800.00
Tutorials: School wide enrollments	\$26,800.00
Digital Curriculum Sub-Total	\$53,600.00

Professional Services	Unit Price	Quantity	Extended Price
Comprehensive Courses Professional Development - Online (2) 3-hour online Functionality Training and Best Practices	\$600.00 per 3-hour online session	2	\$1,200.00
Professional Development - Onsite (1) Coaching and Mentoring Professional Development - Online (1) Implementation Strategy and Planning (1) Program Review and Optimization	\$2,500.00 for all sessions listed	2	\$5,000.00
Professional Services Sub-Total			\$6,200.00

Total Price	\$59,800.00
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1. Comprehensive Courses

Unlimited Enrollment Subscriptions: An Unlimited Enrollment Subscription provides access for a period of 12 months for one student enrolled in any number of Comprehensive Courses at one time. If a student completes or withdraws from all courses in which he or she is enrolled, the Unlimited Enrollment Subscription may be used to enroll another student. Apex Learning counts the number of enrolled students if Unlimited Enrollment Subscriptions are purchased. The number of students enrolled at one time may not exceed the number of Unlimited Enrollment Subscriptions purchased.

Additional Subscriptions: Additional subscriptions may be purchased for access through the same order end date as the original order.

There are no credits or refunds for purchases of subscriptions to Comprehensive Courses.

2. Tutorials

Tutorials Subscriptions: A Tutorials subscription provides access for 12 months for one student enrolled in any number of Tutorials (in any subject) at the same time. If a student completes or withdraws from all Tutorials in which he or she is enrolled, the Tutorials subscription may be used to enroll another student. The number of students enrolled at one time may not exceed the number of Tutorials subscriptions purchased.

Additional Subscriptions: Additional subscriptions may be purchased for access through the same order end date as the original order.

There are no credits or refunds for purchases of subscriptions to Tutorials subscriptions.

3. Course Materials

Certain Comprehensive Courses have course materials that may be required or are optional for the digital curriculum such as books for English courses, lab materials for science courses, or other ancillary items such as a calculator for math courses or a microphone for world languages courses. The price for Comprehensive Courses and ALVS enrollments does not include any such course materials. The course materials list can be found at http://www.apexlearning.com/documents/materials_list.pdf.

Required and optional books may be purchased from Apex Learning at either the per set or per book price at the time of purchase as stated on Apex Learning's course materials list. The price for books does not include applicable sales tax. If any such tax is due, it will be reflected on Apex Learning's invoice. There are no returns, credits, or refunds for books purchased from Apex Learning.

4. Parental Consent

The client is responsible for obtaining any necessary parental consent for each student to use Apex Learning digital curriculum.

5. Laboratory Activities

The client is responsible for the implementation of any hands-on laboratory activities, including ensuring that qualified personnel are available to supervise such hands-on laboratory activities.

6. Professional Development

Scheduling: Onsite professional development sessions cannot be scheduled until Apex Learning has received a valid purchase order or executed contract and must be scheduled at least 2 weeks in advance of the delivery date.

Cancellations: If a scheduled onsite professional development session is cancelled without at least 2 weeks prior written notice, the client will be required to pay Apex Learning for travel and related expenses at the time that onsite professional development session is delivered.

Expiration: Professional development must be delivered prior to the order end date. There are no credits or refunds for unused professional development sessions.

SUMMER WRITING ACADEMY REPORT-2018

JUNE 26, 2018-JUNE 29, 2018

Elementary/Middle School sessions held at Dr. Charles Barnum School

A.M. Session (9-11:30) P.M. Session (12:30-3:00)

290 Students from all elementary/middle schools (see handout)

Average class size was 9 students

Bus transportation was provided

DoDEA Literacy Grant funded, supplemented with Title I funds

18 classroom teachers, 3 paras, nurse

All teachers were trained by Columbia Teachers College (TCRWP) in writing instruction

Teachers provided students with lessons and activities that were informative, motivating and fun! Students worked on:

K-Autobiography

1-Narrative, How-to-Books, Opinion

2-Poetry, Personal Narratives

3-Poetry, Persuasive Writing

4-Persuasive and Narrative Writing

5-Personal Narratives

6,7,8-Poetry, Creative Writing

(Please see samples of student writing and photos on the bulletin board outside the curriculum office)

***179 Parent surveys returned (See attached)**

-179 said their child enjoyed the Summer Writing Camp

-179 said they would send their child again

SOME PARENT COMMENTS:

-I was skeptical if my son would like the program but he comes home every day excited to tell me what he did which is something he struggled with during the school year.

-My kindergartner told me he wasn't good at writing and he didn't want to go but shortly after he said he could be a writer!

-He started out curious and a little nervous but when he came back home he was optimistic and happy!

-The teachers were fun and exciting and made the lessons interesting. Liked meeting new people and learning new things about writing.

-My daughter was proud of her writing. I liked that she spent time with kids from other schools in Groton.

PARENT SUGGESTIONS:

-More sessions, longer day

Submitted by: Valerie Nelson

2018 SUMMER WRITING ACADEMY STUDENTS

CB	MM	SBB
K-16	K-14	K-2
1-11	1-18	1-6
2-6	2-13	2-6
3-20	3-11	3-3
4-11	4-5	4-3
5-2	5-8	5-0
TOTAL-66	TOTAL-69	TOTAL-20

CC	CK	NEA
K-1	K-15	K-8
1-4	1-15	1-11
2-5	2-9	2-9
3-3	3-12	3-5
4-2	4-8	4-3
5-3	5-4	5-2
TOTAL-18	TOTAL-63	TOTAL-38

WSM-10

CMS-6

TOTAL:290

Summer Writing Academy Survey - 2018

Please complete this survey and return to school in the attached envelope on
Thursday with your child.



1) Did your child enjoy the Summer Writing Academy?

2) If offered next year, would you send your child to the Summer Writing Academy again?

3) What did you like about the Summer Writing Academy?

4) Suggestions to improve the Summer Writing Academy:

Thank you for your time. – Summer Writing Academy Staff

GROTON PUBLIC SCHOOLS
TEACHING AND LEARNING
Summer Work (June, 2018 - August, 2018)

I. Curriculum, Instruction, and Assessment

A. ELA Curriculum Review and Pacing Guides, K-8 (with focus on Grammar, Language & Phonics); also curriculum review @ FHS ELA.

- May-June, 4 FHS ELA teachers and Kelly Donovan collaborated in reviewing curriculum and purchasing more books for students; MYP unit planning.
- June-July, elementary and middle school ELA teachers will meet for 4 hours each day to review GPS BOE approved curriculum and decouple obsolete programs/texts, then continue to edit elementary and middle school pacing guides for web dashboard with a focus on TC units, grammar, language & phonics.
- Members of Curriculum Writing will meet with ELA Task Force in August 2018 to review their work and plan for its implementation with Math teachers K-12.

B. Math Curriculum Review, Pacing Guides, and Common Assessments for Grades, K-5, and Middle School/High School Algebra 1 and Honors Algebra 1, Pre-Algebra, Geometry, and Algebra 2

- June-July, elementary, middle and high school math teachers will meet for 4 hours each day to review GPS BOE approved curriculum and decouple obsolete programs/texts, then continue to edit elementary, middle, and high school pacing guides for web dashboard, and write common assessments.
- The Math Task Force with members that worked on the curriculum and common assessments will meet in August to review their work and plan for its implementation with ELA teachers K-12. This work will be rolled out on the TLI days.

C. Science Curriculum Review, Pacing Guides, and Common Assessments for Grades, K-5, and Middle School/High School Grade 9, Bio, Chem, Physics

- June-July, elementary, middle and high school science teachers will meet for 4 hours each day to review GPS BOE approved curriculum and align to NGSS standards, and decouple obsolete programs/texts, then continue to edit elementary, middle, and high school pacing guides for web dashboard, with CREC Science Curriculum based on NGSS and common assessments.
- The Science Task Force with members that worked on the CREC curriculum will meet in August to review their work and plan for its implementation with Science teachers K-12. This work will be rolled out on the TLI days.
(Alliance funding)

D. Fitch High School Curricula – review, revision, new courses (operations funding)

- June-August, high school teachers will meet to review and write curriculum and common assessments, and develop pacing guides for the following new courses, approved by the BOE:
 - Spanish for Native speakers
 - Journalism, Mythology
 - Academic Lab/Seminar
 - NGSS science in grade 9
 - Developmental Guidance Curriculum
 - Freshmen Academic Seminar
 - Statistics and Probability; Honors Algebra 1, Geometry, and Algebra 2
 - Current Events
 - (Other? VLA – Apex?)

E. Middle School Curricula – new courses – MYP and magnet themed courses.

II. Professional Development

A. Teachers College Reading Writing Project (TCRWP): *PD on Phonics*

- On August 30th, TCRWP *authors' of the new Phonics units* will meet with grades K and 1 teachers for professional development; grade 2 FY 19
- GPS will introduce the ELA web-based pacing guide to K-8 teachers, with PD in Grammar, Spelling, and Interim SBAC assessments for grades 3-8. (DoDEA ELA funding)

B. Cathy Fosnot Seminars By The Sea: *K-8 Landscape, Learn to Lead, and Assessment*,

- In July, elementary school teachers, and administrators attended a two-day math seminar in New London. The workshop explores instructional sequences to support the development of K-8 mathematics.
- Cathy Fosnot, leads the group in a “landscape of learning” reflecting the big ideas, strategies, and models for K-8 to monitor growth and development. (DoDEA math funding)

C. Cathy Fosnot: *Learn-to-Lead*

- In July administrator and math specialist attended a two-day seminar in New London led by Cathy Fosnot. Its focus is on how to teachers and leaders can use the personalized professional support system; learn how to support teacher growth through co-teaching; learn how to support teachers to confer and question in powerful ways; help teachers to help children feel like “real mathematicians” at work; and analyze the use of various models as tools for representation to develop numeracy. (DoDEA math funding)

D. SCSU: *Best Instructional Practices for English Learners*

- On July 26 and July 27, thirty-three district teachers and tutors attended two days of professional development for educators working with English Learners (ELs) on specific, research-based strategies that work for promoting language and literacy acquisition for ELs. (Title III funding)
- Two professors from Southern CT State University, Dr. Lorrie Verplasetse and Marisa Ferraro, who created the workshop for the “Training for All Teachers Program” at SCSU, provided the ten hours of training at West Side Middle School.

E. Cathy Fosnot: *A Landscape of Learning for Numeracy, K-8*

- In July, elementary teachers attended a math workshop in New London on the development of numeracy which included a series of mini-lessons and investigations to do with students, along with other strategies to support children’s understanding and fluency with computation. (DoDEA math funding)

F. Leveled Literacy Intervention from Fountas and Pinnel training June 26-29 K-8 (Alliance funding)

G. New Teacher Orientation Program

- Ongoing planning, preparation and overseeing of the New Teacher Orientation Program on August 24 & 25 at Central Office.
- This is the first part of the TEAM support given to our new teachers. Beth, Susan and Laurie have meetings 6 times a year and invite Ellen Dalton from LEARN to present Module 5 in March on Professional Code of Conduct and Ethics. (Alliance funding)

H. August 30, 31 District/Building Professional Development Days

- Ongoing planning, preparation and overseeing of the district’s all staff Professional Development Days on August 30 & 31, including presenter contracts, workshop logistics, and staff registration (See brochure of events- operations funding)

III. District Purchases

- Calkins Units of Study Phonics, Grs. K-1, (Alliance FY 18)
- Delta FOSS Science Kits, K-5 to be aligned to CREC NGSS curriculum
- Review and renewal of district software programs (Alliance, DoDEA math)
- Classroom libraries K-12 (operations, grants)
- Technology – Chromebook/iPad purchases (Alliance funding)

**GROTON PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT DAY PROGRAM
AUGUST 30, 2018**

Code	Workshop	Presenter	Target Audience	Time	Location
1	Fitch High School: MYP Training for designated teachers. Schoology Webinar Seminars for remaining teachers.	Joseph Arcarese, et al	FHS Staff	8:00 AM-3:00 PM	FHS Band Room Band Room & Breakout Sessions
2	Cutler Middle School: MYP Training	MYP Trainers	Cutler Middle School Staff	8:00 AM-3:00 PM	FHS
3	West Side Middle School: MYP Training	MYP Trainers	West Side Middle School Staff	8:00 AM-3:00 PM	FHS
4	Preschool & PreK Teachers: DOTS Training	Nadine Macklin	Preschool & PreK Teachers	8:00 AM-3:00 PM	CC
5	Gr. K Teachers: Phonics Units of Study	TCRWP Consultant	Gr. K, SPED, Academy & Literacy Interventionists	8:00 AM-11:00 AM	CK
	Gr. K Teachers: Phonics Collaboration/Planning	Literacy Specialists	Gr. K, SPED Academy & Literacy Intervent.	12:00 PM-3:00 PM	CK
6	Gr. 1 Teachers: Phonics Collaboration/Planning	Literacy Specialists	Gr.1, SPED, Academy & Literacy Intervent.	8:00 AM-11:00 AM	CK
	Gr. 1 Teachers: Phonics Units of Study	TCRWP Consultant	Gr.1, SPED, Academy & Literacy Intervent.	12:00 PM-3:00 PM	CK
7	Gr. 2 & 3 Teachers: Grammar Collaboration/Planning	Literacy Specialists	Gr. 2, 3 & SPED	8:00 AM-11:00 AM	NEA
8	Gr. 2 & 3 Teachers: Investigations Pilot or CFLM Strings	Math Consultant/Math Specialists	Gr. 2, 3 & SPED	12:00 PM-3:00 PM	NEA
9	Gr. 4 & 5 Teachers: Investigations Pilot or CLFM Strings	Math Consultant/Math Specialists	Gr. 4, 5 & SPED	8:00 AM-11:00 AM	NEA
10	Gr. 4 & 5 Teachers: Grammar Collaboration/Planning	Literacy Specialists	Gr. 4, 5 & SPED	12:00 PM-3:00 PM	NEA
11	Elementary Art Teachers: Resources Recycling for RI Education Visit	RRIE	Elementary Art Teachers	8:00 AM-3:00 PM	RRIE Providence, RI
12	Elementary Media Specialists	Katie Fargo	Elementary Media Specialists	8:00 AM-3:00 PM	CC
13	Elementary Music Teachers	Robert Murphy	Elementary Music Teachers	8:00 AM-3:00 PM	NEA
14	Elementary P.E. & Health Teachers	TBD	Elementary P.E. & Health Teachers	8:00 AM-3:00 PM	TBD
15	Speech & Language Pathologists: Alternative and Assistive Communication Overview and Exploration of Apps	Laura Silva, ACES	Speech & Language Pathologists & Teacher of the Deaf	8:00 AM-3:00 PM	CO Room 11
16	School Psychologists & Social Workers	Dr. Mahri Wrightington	School Psychs. & Social Workers	8:00 AM-3:00 PM	CO Room 19
17	ABA Teachers	LEARN BCBA	ABA Teachers	8:00 AM-3:00 PM	SBB

MORNING SESSIONS: 8:00 AM-11:00 AM

AFTERNOON SESSIONS: 12:00 PM – 3:00 PM

LUNCH: 11:00 AM – 12:00 PM ON YOUR OWN

(ALA CARTE ITEMS AVAILABLE AT FITCH HIGH ONLY)



Like Captured Fireflies

In her classroom our speculations ranged the world.
She aroused us to book waving discussions.
Every morning we came to her carrying new truths, new facts, new ideas,
Cupped and sheltered in our hands
like captured fireflies.

When she went away a sadness came over us,
But the light did not go out.

She left her signature upon us,
The literature of the teacher
who writes on children's minds.

I've had many teachers who taught us
soon forgotten things,

But only a few like her who created in me a new thing a new attitude, a new hunger.

I suppose that to a large extent I am the unsigned manuscript of that teacher.
What deathless power lies
in the hands of such a person.

John Steinbeck

Like captured fireflies.....

I'd like to share this inspirational poem by John Steinbeck
with those of you
who haven't read it.



John Steinbeck, 1902-1968

It comes from a conversation, described in *America and Americans*, Viking Press, 2002, that Steinbeck had with his eleven-year old son who was having some issues with school.

John Steinbeck listened attentively to his son, and, in response, recalled the teacher who had the biggest impact on him when he was young and at school.

Later, when addressing teachers during a strike in San Francisco, Steinbeck read his poem,

Like Captured Fireflies, an uplifting, beautifully worded poem based on the conversation he'd had with his son, a poem I used over and over again in my teaching days.

Enjoy.

Susan Auster



START WITH HELLO WEEK

Want a fun and easy way to create a culture of inclusion that values each individual at your school?...Start with Hello! This program enables students to make a difference with their peers in a simple, fun, and impactful way by encouraging them to take small but powerful actions to promote connectedness and inclusion, and to identify and help others who are showing signs of social isolation.



Social isolation is the overwhelming feeling of being left out, lonely or treated like you are invisible. Young people who feel this way may pull away from society, struggle with learning and social development, or choose to hurt themselves or others.

By signing up for Start With Hello Week, you are helping to bring attention to the growing epidemic of social isolation and empowering young people in your school or youth organization to create a culture of inclusion and connectedness. Sign up today!

Start With Hello Week: September 24-28, 2018

During the week of September 24–28th, 2018, hundreds of schools and youth organizations across the United States will participate in Start With Hello Week and teach students, grades 2–12, the skills they need to create a culture of inclusion and connectedness, and encourage them to reach out to and include those who may be dealing with chronic social isolation. Start With Hello Week raises awareness about social isolation and educates students and the community on how to prevent it through: Start With Hello trainings, advertising, activities, public proclamations, media events, student contests and school awards. Start With Hello Week is FREE, easy to implement, and will make a lasting impact on the people in your school, students and adults alike.

Whether your school or youth organization has participated in Start With Hello in the past, or has just learned about it, Start With Hello Week is the perfect opportunity to welcome students back to school and to engage students around sustaining a culture of inclusiveness and connectedness throughout the school year after year.

Start With Hello Week

Learn more about participating in Start With Hello Week

- 🔗 **Frequently Asked Questions:** Learn more about Start With Hello Week.
- 🔗 **Start With Hello Week Planning Guide:** Download this newly updated, no-cost and easy to implement planning guide that provides you with ideas, activities and templates your school or youth organization can do in as little as an hour during Start With Hello Week.
- 🔗 **Start With Hello Student Voices Contest:** Encourage your students to enter their creative submissions into our Start With Hello Student Voices Contest.
- 🔗 **Start With Hello School Award:** All schools and youth organizations participating in Start With Hello Week are eligible to apply for a Start With



Start With Hello Week: September 24–28, 2018

A Youth Violence Prevention Program by Sandy Hook Promise

What is Start With Hello?

Social isolation is the overwhelming feeling of being left out, lonely or treated like you are invisible. It is a growing epidemic in the United States and within our schools. Excessive feelings of isolation can be associated with violent and suicidal behavior. In fact, one study reports that chronic loneliness increases our risk of an early death by 14%. Furthermore, young people who are isolated can become victims of bullying, violence and/or depression. As a result, many further pull away from society, struggle with learning and social development and/or choose to hurt themselves or others.

Start With Hello teaches students, grades 2-12, the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school or youth organization.

What is Start With Hello Week?

During the week of September 24–28, hundreds of schools and youth organizations from across the United States will participate in Sandy Hook Promise's third annual *Start With Hello Week*. *Start With Hello Week* brings attention to the growing epidemic of social isolation in our schools and communities and empowers young people to create a culture of inclusion and connectedness within their school or youth organization. *Start With Hello Week* raises awareness and educates students and the community through *Start With Hello* trainings, advertising, activities, public proclamations, media events, student contests, and school awards.

Who Can Participate in Start With Hello Week?

Start With Hello is a no-cost and easy to implement program that is available to all schools and youth organizations serving youth grades 2 - 12. In addition to young people, *Start With Hello* will benefit educators, administrators, community-based organization leaders and parents. By building a culture of inclusion and connectedness, schools and communities can better support their young people and reduce their risk of bullying, violence and depression.

How Can My School or Youth Organization Participate in Start With Hello Week?

Start With Hello Week can be planned and implemented by youth or a youth club with the help of an adult champion in very little time. Schools and youth organizations participating in *Start With Hello Week* agree to organize easy to implement, no-cost activities that help educate and empower students on how to reduce social isolation and foster community. These activities can take place in as little as an hour, or spread across the entire *Start With Hello Week*. Schools and youth organizations also agree to facilitate a no-cost, easy to implement *Start With Hello* training presentation that can take place within

the classroom, at an assembly, or be led by student ambassadors on a day, time and format of their choosing during *Start With Hello* Week.

If your school or youth organization participated in *Start With Hello* in the past, *Start With Hello* Week is the perfect opportunity to remind students about the importance of reducing social isolation and building connected classrooms, schools and communities and help your school continue to build and sustain a culture of inclusiveness and connectedness year after year. It's also a great time to train new students who may not have been in your school or youth organization last year.

Additional ideas on what your school or youth organization can do during *Start With Hello* Week are available in our free, downloadable *Start With Hello* Week planning guide available at <http://www.sandyhookpromise.org/startwithhelloweek>

How Will Sandy Hook Promise Support My School or Youth Organization?

Sandy Hook Promise will provide each participating school and youth organization with access to no-cost, digitally downloadable *Start With Hello* presentations, activities, and resource guides, as well as a *Start With Hello* Week planning guide. Following *Start With Hello* Week, participating schools and youth organizations are eligible to apply for *Start With Hello* awards and youth can enter the *Start With Hello* student contest. More information about the *Start With Hello* awards and the award guidelines and application are available at <http://www.sandyhookpromise.org/startwithhelloweek>

Each participating school and youth organization who reports their *Start With Hello* Week participation back to Sandy Hook Promise will also receive 100 free *Start With Hello* wristbands. For additional questions, please email: startwithhello@sandyhookpromise.org.

Who is Sandy Hook Promise?

Sandy Hook Promise (SHP) is a national, nonprofit organization based in Newtown, Connecticut. We are led by several family members whose loved ones were killed in the tragic mass shooting at Sandy Hook Elementary School on December 14, 2012 that claimed the lives of 20 first-graders and 6 educators. SHP is focused on preventing gun violence (and other forms of violence and victimization) BEFORE it happens by educating and mobilizing youth and adults on mental health and wellness programs that identify, intervene and help at-risk individuals. SHP is a moderate, above-the-politics organization that supports sensible non-policy and policy solutions that protect children and prevent gun violence. Our intent is to honor all victims of gun violence by turning our tragedy into a moment of transformation. For more information, visit www.sandyhookpromise.org.

To register your school or youth organization to participate in *Start With Hello* Week September 24–28, 2018, please visit: <http://www.sandyhookpromise.org/startwithhelloweek>

Groton Public Schools

FY19 Budget Summary Review									
Date prep: 8/23/18 11:43 AM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 08/23/2018	Under/(Over)
Salaries									
1 Administrators	105,108,107,108	4,178,984	636,772	3,489,126	4,125,898	53,086	1.3%	4,178,984	0
2 Teachers	101-104,109,123-127	34,199,655	46,930	0	46,930	34,152,725	99.9%	34,014,508	185,147
3 Non-Cert Aides	110,111,119,128,130,000,000	3,349,488	47,624	0	47,624	3,301,864	98.6%	3,349,488	0
4 Substitute - Cert & Non-Cert	120,121	944,000	167	0	167	943,833	100.0%	944,000	0
5 Clerical	112-114,132-134,144	1,818,156	193,413	847,220	1,040,634	777,522	42.8%	1,818,156	0
6 Custodial/Maintenance/Techs	117,118,129,137,147,000	3,404,842	432,129	329,642	761,771	2,643,071	77.6%	3,412,366	(7,524)
7 Campus Security	128	88,287	0	0	0	88,287	100.0%	88,287	0
8 Total Salaries	100	47,983,412	1,357,037	4,665,988	6,023,025	41,960,387	87.4%	47,805,790	177,622
Benefits									
9 Health Insurance	201-202	9,195,553	1,319,196	0	1,319,196	7,876,357	85.7%	9,195,553	0
10 Workers Comp & Town Pension	211,213	969,595	0	0	0	969,595	100.0%	969,595	0
11 Social Security & Medicare	212,214	1,380,226	147,291	0	147,291	1,232,935	89.3%	1,379,549	677
12 Other Benefits	222-227	233,678	52,024	0	52,024	181,654	77.7%	233,678	0
13 Total Benefits	200	11,779,052	1,518,511	0	1,518,511	10,260,541	87.1%	11,778,376	677
Purchased Services									
14 Instructional Services	321-324	138,991	68,217	4,452	72,669	66,322	47.7%	141,846	(2,855)
15 Professional Services	331	193,839	13,291	900	14,191	179,648	92.7%	190,080	3,759
16 Other Prof Services	332	584,400	20,656	28,785	49,441	534,959	91.5%	588,185	(3,785)
17 OT & PT Services	333	631,500	0	473,162	473,162	158,338	25.1%	631,500	0
18 Legal	334	85,000	1,450	0	1,450	83,550	98.3%	85,000	0
19 Athletic Officials & Other Athletic Serv	341-342	74,055	16,782	0	16,782	55,273	74.6%	74,128	(73)
20 Computer Network Services	343	105,447	37,555	46,950	84,505	20,942	19.9%	105,447	0
21 Total Purchased Services	300	1,813,232	158,951	554,249	714,200	1,099,032	60.6%	1,816,186	(2,954)
Property Services									
22 Water & Sewer	410 & 411	88,880	5,157	3,721	8,878	80,002	90.0%	88,880	0
23 Trash & Snow Removal	421 & 422	182,310	3,514	79,654	83,168	99,142	54.4%	182,310	0
24 Repair/Maintenance	430-435,490,491,499	473,914	54,373	103,363	157,736	316,178	66.7%	476,844	(2,930)
25 Rental	441	69,997	6,058	41,783	47,841	22,156	31.7%	70,117	(120)
26 Total Property Services	400	815,101	68,102	228,520	297,623	517,478	63.5%	818,151	(3,050)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	4,727,227	98,875	0	98,875	4,628,351	97.9%	4,727,227	0
28 Transportation: Student Activities	587-596	147,567	860	27,543	28,403	119,164	80.8%	141,876	5,691
29 Transportation: Staff	580-584	97,369	11,073	150	11,223	86,146	88.5%	98,978	(1,609)
30 Insurance	622,625	284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295
31 Communications	530-552	96,408	12,945	25	12,970	83,438	86.5%	87,025	9,383
32 Tuition: Special Education	561-563,568	4,355,000	166,941	278,666	445,607	3,909,393	89.8%	4,355,000	0
33 Tuition: Other	564-567	1,480,575	207,000	0	207,000	1,273,575	86.0%	1,477,575	3,000
34 Total Trans, Ins, Comm, Tuition	500	11,188,198	780,452	306,384	1,088,635	10,101,363	90.3%	11,170,438	17,760
Supplies									
35 Instructional Supplies	601-609,613-619,622,623,626	383,864	9,062	73,855	82,917	300,947	78.4%	392,201	(8,337)
36 Computer Supplies	610-612	403,827	198,858	97,094	295,952	107,875	26.7%	401,400	2,427
37 Electricity & Heating	631-633	1,241,140	77,359	4,015	81,374	1,159,766	93.4%	1,241,140	0
38 Transportation Supplies	634 & 656	277,204	5,913	0	5,913	271,291	97.9%	277,204	0
39 Textbooks & Library Books	640-642,645,647	73,715	669	14,469	15,138	58,577	79.5%	71,706	2,008
40 Facility/Maintenance Supplies	650,652-655, 657 & 659	353,424	44,185	11,117	55,302	298,122	84.4%	354,284	(860)
41 Other Supplies (staff dev., etc.)	621, 624-627, 690	71,892	3,310	4,726	8,036	63,855	88.8%	68,541	5,351
42 Total Supplies	600	2,805,065	339,367	205,277	544,633	2,260,432	80.6%	2,804,475	590
Equipment									
43 Instructional Equipment	730 & 735	19,835	0	3,974	3,974	15,861	80.0%	20,486	(652)
44 Non-Instructional Equip	731 & 736	24,348	1,303	2,187	3,490	20,859	85.7%	25,205	(857)
45 Total Equipment	700	44,183	1,303	6,161	7,464	36,719	83.1%	45,692	(1,509)
46 Total Dues & Fees	800	39,996	44,593	520	45,113	(5,117)	(12.8%)	54,034	(14,038)
47 GRAND TOTAL		76,468,239	4,270,305	5,967,098	10,237,403	66,230,836	86.61%	76,293,140	175,099

Groton Public Schools

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 08/23/2018	Under/(Over)
Salaries									
Administrators									
48 Admin	105	997,382	150,057	812,192	962,249	35,133	3.5%	997,382	-
49 Principals	106	1,364,331	207,135	1,139,243	1,346,378	17,953	1.3%	1,364,331	-
50 Asst. Principals	107	1,696,331	260,974	1,435,357	1,696,331	0	0.0%	1,696,331	-
51 Dean	108	120,940	18,606	102,334	120,940	0	0.0%	120,940	-
52		4,178,984	636,772	3,489,126	4,125,898	53,086	1.3%	4,178,984	0
Teachers									
53 Classroom Teachers	101	24,240,539	25,101	0	25,101	24,215,438	99.9%	24,189,099	51,440
54 Sp.Ed Cert	102	7,328,357	6,515	0	6,515	7,321,842	99.9%	7,258,822	69,535
55 Media Spec	103	708,113	0	0	0	708,113	100.0%	692,079	16,034
56 Guidance	104	1,000,974	1,427	0	1,427	999,547	99.9%	949,528	51,446
57 Athletic Dir	109	11,769	453	0	453	11,316	96.2%	11,769	-
58 Summer School	123	4,672	7,981	0	7,981	(3,309)	(70.8%)	7,981	(3,309)
59 Adult Ed	124	37,121	0	0	0	37,121	100.0%	37,121	-
60 Tutors	125	462,147	5,453	0	5,453	456,694	98.8%	462,147	-
61 Coach Stipends	126	328,971	0	0	0	328,971	100.0%	328,971	-
62 Other Stud Act	127	76,992	0	0	0	76,992	100.0%	76,992	-
63		34,199,655	46,930	0	46,930	34,152,725	99.9%	34,014,508	185,147
Non-Cert Aides									
64 Reg.Ed Teacher Aides - Kindergarten	110 & 130	450,640	0	0	0	450,640	100.0%	450,640	-
65 Sp.Ed Aides - Para I	111	870,759	0	0	0	870,759	100.0%	870,759	-
66 Sp.Ed Aides - Para II	131	1,706,809	15,985	0	15,985	1,690,824	99.1%	1,706,809	-
67 School Bus Aides	136	321,280	27,615	0	27,615	293,665	91.4%	321,280	-
68 Other Aides	139	0	4,024	0	4,024	(4,024)	-	-	-
69		3,349,488	47,624	0	47,624	3,301,864	98.6%	3,349,488	0
Substitute									
70 Substitute Sp.Ed Certified	121	80,000	0	0	0	80,000	100.0%	80,000	-
71 Substitute Reg.Ed Certified	120	864,000	167	0	167	863,833	100.0%	864,000	-
72		944,000	167	0	167	943,833	100.0%	944,000	0
Clerical									
73 Clerical	112*113*114*132*133*134*119	1,818,156	193,413	847,220	1,040,634	777,522	42.8%	1,818,156	0
Custodial/Maintenance/Techs									
74 Custodial	117 & 137	1,856,393	235,012	58,418	293,430	1,562,963	84.2%	1,856,393	-
75 Maintenance	118 & 138	790,635	101,202	59,231	160,433	630,202	79.7%	790,635	-
76 Technicians	129 & 149	654,514	91,854	211,994	303,848	350,666	53.6%	662,038	(7,524)
77 Custodial Overtime	147	84,600	4,008	0	4,008	80,592	95.3%	84,600	-
78 Maintenance Overtime	148	18,700	52	0	52	18,648	99.7%	18,700	-
79		3,404,842	432,129	329,642	761,771	2,643,071	77.6%	3,412,366	(7,524)
Security									
80 Security/Supervision	128	88,287	0	0	0	88,287	100.0%	88,287	-
81 Total Salaries		47,993,412	1,357,037	4,665,988	6,023,025	41,960,387	87.4%	47,805,790	177,622
Benefits									
Health Insurance									
82 Group Ins. Prof	201	6,998,481	1,174,634	0	1,174,634	5,823,847	83.2%	6,998,481	-
83 Group Ins. Other	202	2,197,072	144,562	0	144,562	2,052,510	93.4%	2,197,072	-
84		9,195,553	1,319,196	0	1,319,196	7,876,357	85.7%	9,195,553	0
Workers Comp & Town Pension									
85 Worker's Compensation	211	619,995	0	0	0	619,995	100.0%	619,995	-
86 Town Pension	213	349,600	0	0	0	349,600	100.0%	349,600	-
87		969,595	0	0	0	969,595	100.0%	969,595	0
Social Security & Medicare									
88 Social Security	212	683,232	58,395	0	58,395	624,837	91.5%	686,439	(3,207)
89 Medicare	214	696,994	88,896	0	88,896	608,098	87.2%	693,110	3,884
90		1,380,226	147,291	0	147,291	1,232,935	89.3%	1,379,549	677
Other Employee Benefits									
91 Retirement Awards	222	76,678	34,846	0	34,846	41,832	54.6%	76,678	-
92 Unemployment	223	50,000	2,690	0	2,690	47,310	94.6%	50,000	-
93 Tuition Reimb Certified	224	106,000	14,488	0	14,488	91,512	86.3%	106,000	-
94 EAP	226	0	0	0	0	0	-	-	-
95 Mentor Stipend	227	1,000	0	0	0	1,000	100.0%	1,000	-
96		233,678	52,024	0	52,024	181,654	77.7%	233,678	0
97 Total Benefits		11,779,052	1,518,511	0	1,518,511	10,260,541	87.1%	11,778,375	677

Groton Public Schools

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Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 08/23/2018	Under/(Over)
Purchased Services									
Instructional Services									
98 Instructional Services	321 & 323	105,617	63,853	0	63,853	41,764	39.5%	105,617	-
99 Instruct Improvement Services	322 & 324	33,374	4,364	4,452	8,816	24,558	73.6%	36,229	(2,855)
100		138,991	68,217	4,452	72,669	66,322	47.7%	141,846	(2,855)
Professional Services									
101 Professional Services	331	193,839	13,291	900	14,191	179,648	92.7%	190,080	3,759
102 Other Prof Services	332	584,400	20,656	28,785	49,441	534,959	91.5%	588,185	(3,785)
103 OT & PT Services	333	631,500	0	473,162	473,162	158,338	25.1%	631,500	-
104 Legal	334	85,000	1,450	0	1,450	83,550	98.3%	85,000	-
105		1,494,739	35,397	502,847	538,244	956,495	64.0%	1,494,765	(26)
Athletic Officials & Other Athletic Services									
106 Athletic Officials	341	60,950	17,982	0	17,982	42,968	70.5%	61,023	(73)
107 Other Athletic Services	342	13,105	800	0	800	12,305	93.9%	13,105	-
108		74,055	18,782	0	18,782	55,273	74.6%	74,128	(73)
Computer Network Services									
109 Computer Network Services	343	105,447	37,555	46,950	84,505	20,942	19.9%	105,447	-
110 Total Purchased Services		1,813,232	159,951	554,249	714,200	1,099,032	60.6%	1,816,186	(2,954)
Property Services									
Water/Sewer									
111 Water	410	60,600	4,319	3,721	8,040	52,560	86.7%	60,600	-
112 Sewer	411	28,280	837	0	837	27,443	97.0%	28,280	-
113		88,880	5,157	3,721	8,878	80,002	90.0%	88,880	0
Trash & Snow Removal									
114 Trash Removal	421	90,900	3,514	79,654	83,168	7,732	8.5%	90,900	-
115 Snow Removal	422	91,410	0	0	0	91,410	100.0%	91,410	-
116		182,310	3,514	79,654	83,168	99,142	54.4%	182,310	0
Repair/Maintenance									
117 Equipment Repairs	430	145,824	5,042	8,080	13,102	132,722	91.0%	148,754	(2,930)
118 Grounds Repairs	431	76,300	28,570	77,105	105,675	(29,375)	(38.5%)	105,675	(29,375)
119 General Bldg Repairs	432	121,400	0	0	0	121,400	100.0%	92,025	29,375
120 Painting	433	5,300	0	0	0	5,300	100.0%	5,300	-
121 Heat & Plumbing	434	35,450	6,896	0	6,896	28,554	80.5%	35,450	-
122 Electrical	435	5,250	1,180	0	1,180	4,070	77.5%	5,250	-
123 Extermination Services	490	12,630	854	9,393	10,247	2,383	18.9%	12,630	-
124 Bldg Fire Protection	491	46,460	8,889	6,958	15,847	30,613	65.9%	46,460	-
125 Other Prof Services	499	25,300	2,941	1,847	4,789	20,511	81.1%	25,300	-
126		473,914	54,373	103,363	157,736	316,178	66.7%	476,844	(2,930)
Rental									
127 Rental	441	69,997	6,058	41,783	47,841	22,156	31.7%	70,117	(120)
128 Total Property Services		815,101	69,102	228,520	297,623	517,478	63.5%	818,151	(3,050)
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
129 Reg.Ed Pupil Transportation	510 & 516	2,886,452	28,240	0	28,240	2,858,212	99.0%	2,886,452	-
130 Sp.Ed - Trans - STA	511	962,151	24,918	0	24,918	937,233	97.4%	962,151	-
131 Sp.Ed - Trans - Curtin	512	873,624	45,717	0	45,717	827,907	94.8%	873,624	-
132 Grasso Tech	513	5,000	0	0	0	5,000	100.0%	5,000	-
133		4,727,227	98,875	0	98,875	4,628,351	97.9%	4,727,227	0
Transportation: Other									
134 Transportation - Athletics	587	97,700	0	22,082	22,082	75,618	77.4%	98,548	(848)
135 Transportation - Field Trips	588	24,986	0	5,181	5,181	19,804	79.3%	20,167	4,819
136 Entry Fees - Athletics	591 & 592	15,716	860	280	1,140	14,576	92.7%	15,996	(280)
137 Admission Fees	595	9,165	0	0	0	9,165	100.0%	7,165	2,000
138 Misc Fees	590 & 596	0	0	0	0	0	-	-	-
139		147,567	860	27,543	28,403	119,164	80.8%	141,876	5,691
Transportation: Staff									
140 Travel - Education	580 & 581	11,050	20	0	20	11,030	99.8%	11,050	-
141 Travel - Admin	582 & 583	32,688	3,769	0	3,769	28,918	88.5%	32,677	10
142 Travel - Conferences	584	53,632	7,284	150	7,434	46,197	86.1%	55,251	(1,619)
143		97,369	11,073	150	11,223	86,146	88.5%	98,978	(1,609)
Liability & Accident Insurance									
144 Liability Insurance	522	266,600	267,347	0	267,347	(747)	(0.3%)	267,347	(747)
145 Accident Insurance	525	17,452	15,410	0	15,410	2,042	11.7%	15,410	2,042
146		284,052	282,757	0	282,757	1,295	0.5%	282,757	1,295

Groton Public Schools

Date prep:		FY19 Budget Summary Review							
8/23/18 11:43 AM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 08/23/2018	Under/(Over)
Communications									
147 Telephone, Telephone Repairs	530	50,804	6,491	0	6,491	44,312	87.2%	50,804	-
148 Postage	531	37,567	1,590	0	1,590	35,978	95.8%	27,406	10,161
149 Advertisement	540	5,000	1,074	0	1,074	3,926	78.5%	5,000	-
150 Minority Recruitment	541	0	0	0	0	0		-	-
151 Printing Admin	550	38	3,790	0	3,790	(3,753)	(10006.9%)	3,790	(3,753)
152 School Publications	551 & 552	3,000	0	25	25	2,975	99.2%	25	2,975
153		96,408	12,945	25	12,970	83,438	86.5%	87,025	9,383
Tuition: Special Education									
154 Sp.Ed Vocational	561	404,751	2,431	2,745	5,176	399,575	98.7%	404,751	-
155 Sp.Ed BoE Placements	562	2,102,065	140,290	6,000	146,290	1,955,775	93.0%	2,102,065	-
156 Sp.Ed State Placements	563	597,694	24,220	269,921	294,141	303,553	50.8%	597,694	-
157 Sp.Ed Magnet Choice	568	1,250,490	0	0	0	1,250,490	100.0%	1,250,490	-
158		4,355,000	166,941	278,666	445,607	3,909,393	89.8%	4,355,000	0
Tuition: Other									
159 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
160 Magnet Tuition	566	1,100,000	0	0	0	1,100,000	100.0%	1,100,000	-
161 Vo Ag Reg.Ed Tuition	567	170,575	0	0	0	170,575	100.0%	170,575	-
162		1,480,575	207,000	0	207,000	1,273,575	86.0%	1,477,575	3,000
163 Total Transportation, Insurance, Communication, Tuition		11,188,198	780,452	306,384	1,086,835	10,101,363	90.3%	11,170,438	17,760
Supplies									
Instructional Supplies									
164 General Classroom	601	27,798	1,318	5,143	6,461	21,337	76.8%	24,949	2,850
165 Science	602	33,343	0	9,472	9,472	23,871	71.6%	35,222	(1,879)
166 Arts & Crafts	603	17,813	642	16,500	17,142	671	3.8%	26,212	(8,399)
167 Phys. Ed	604	9,544	0	3,970	3,970	5,574	58.4%	10,687	(1,143)
168 Music	605	30,881	0	4,602	4,602	26,279	85.1%	25,508	5,373
169 Kindergarten	606	1,669	0	611	611	1,058	63.4%	2,253	(585)
170 Pupil Tests	607	59,916	1,051	8,135	9,186	50,731	84.7%	58,888	1,028
171 Tech. Ed	609	7,335	853	10,778	11,631	(4,296)	(58.6%)	14,706	(7,371)
172 Home Ec Supplies	613	12,750	0	0	0	12,750	100.0%	12,750	-
173 Sp.Ed Supplies	615	56,300	3,659	1,622	5,281	51,019	90.6%	56,300	-
174 Athletic Supplies	616	69,072	0	9,314	9,314	59,758	86.5%	69,072	-
175 Math Supplies	617	24,800	0	964	964	23,836	98.1%	23,756	1,044
176 Health Supplies	618	1,706	0	0	0	1,706	100.0%	1,706	-
177 Other Supplies	619	478	0	0	0	478	100.0%	478	-
178 Health Serv Pathogen	622	8,500	513	0	513	7,987	94.0%	8,500	-
179 School Library Supplies	623	3,566	0	2,720	2,720	846	23.7%	4,322	(756)
180 Food, Drink, Snacks	628	18,394	1,027	25	1,052	17,341	94.3%	16,894	1,500
181		383,864	9,062	73,655	82,917	300,947	78.4%	392,201	(8,337)
Computer Supplies									
182 Computer Supplies	610 & 611	81,669	7,552	36,207	43,758	37,910	46.4%	78,919	2,750
183 Software	612	322,158	191,306	60,887	252,193	69,965	21.7%	322,481	(323)
184		403,827	198,858	97,094	295,952	107,875	26.7%	401,400	2,427
Electricity & Heating									
185 Electricity	631	861,500	72,059	4,015	76,074	785,426	91.2%	861,500	-
186 Propane/Natural Gas	632	100,200	5,300	0	5,300	94,900	94.7%	100,200	-
187 Heating Oil	633	279,440	0	0	0	279,440	100.0%	279,440	-
188		1,241,140	77,359	4,015	81,374	1,159,766	93.4%	1,241,140	0
Transportation Supplies									
189 Diesel for School Buses	634	236,704	5,913	0	5,913	230,791	97.5%	236,704	-
190 Gas for Maintenance	656	40,500	0	0	0	40,500	100.0%	40,500	-
191		277,204	5,913	0	5,913	271,291	97.9%	277,204	0
Textbooks & Library Books									
192 Textbooks	640	49,443	0	7,875	7,875	41,567	84.1%	45,356	4,087
193 Workbooks	641	4,011	495	6,201	6,696	(2,686)	(67.0%)	8,735	(4,724)
194 Textbook Rebind	642	1,125	174	0	174	951	84.5%	174	951
195 Library Books	645	15,300	0	0	0	15,300	100.0%	13,800	1,500
196 Periodicals	647	3,836	0	392	392	3,444	89.8%	3,641	195
197		73,715	669	14,469	15,138	58,577	79.5%	71,706	2,008

Groton Public Schools

Date prep:		FY19 Budget Summary Review							
8/23/18 11:43 AM									
Account	Object #s	FY19 Budget 2018-2019	Expenditures	Encumbered	FY19 Actual Total	Remaining Balance	%	FY19 Estimate 08/23/2018	Under/(Over)
Facility/Maintenance Supplies									
198 Equipment Repair	650	26,560	94	111	204	26,356	99.2%	26,560	-
198 Grounds Supplies	651	20,200	131	0	131	20,069	99.4%	20,200	-
200 General Bldg Repair	652	70,296	6,762	808	7,570	62,726	89.2%	70,296	-
201 Painting	653	6,464	46	0	46	6,418	99.3%	6,464	-
202 Heat & Plumbing	654	24,240	15,197	299	15,496	8,744	36.1%	24,240	-
203 Electrical	655	64,640	3,671	112	3,783	60,857	94.1%	64,640	-
204 Safety Supplies	657 & 659	10,104	5,642	0	5,642	4,462	44.2%	10,964	(860)
205 Custodial Supplies	658	130,920	12,644	9,787	22,430	108,490	82.9%	130,920	-
206		353,424	44,165	11,117	55,302	298,122	84.4%	354,284	(860)
Other Supplies									
207 Sup Serv Guid Imp Ins	621	21,500	2,059	3,303	5,363	16,137	75.1%	17,794	3,706
208 Audio Visual	624 & 625	7,375	0	0	0	7,375	100.0%	7,375	-
209 General Admin Supplies	626	16,310	535	184	719	15,591	95.6%	15,423	887
210 School Admin Supplies	627	12,455	593	859	1,452	11,003	88.3%	11,602	853
211 Professional Materials	690	14,252	123	380	502	13,749	96.5%	14,346	(95)
212		71,892	3,310	4,726	8,036	63,855	88.8%	66,541	5,351
213 Total Supplies		2,805,065	339,357	205,277	544,633	2,260,432	80.6%	2,804,475	590
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	13,750	0	0	0	13,750	100.0%	12,250	1,500
215 Add Instr Equipment	735	6,085	0	3,974	3,974	2,111	34.7%	8,236	(2,152)
216		19,835	0	3,974	3,974	15,861	80.0%	20,486	(652)
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	24,098	1,303	2,187	3,490	20,609	85.5%	25,205	(1,107)
218 Add Non-Instr Equipment	736	250	0	0	0	250	100.0%	-	250
219		24,348	1,303	2,187	3,490	20,859	85.7%	25,205	(857)
220 Total Equipment		44,183	1,303	6,161	7,464	36,719	83.1%	45,692	(1,509)
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	0	0	0	0	0	-	-	-
222 General Admin Dues	811	16,100	11,292	0	11,292	4,808	29.9%	18,132	(2,032)
223 School Admin Dues	812	21,298	30,435	70	30,505	(9,209)	(43.2%)	32,586	(11,290)
224 Other Dues	819	2,600	2,866	450	3,316	(716)	(27.5%)	3,316	(716)
225 Total Dues/Fees		39,998	44,593	520	45,113	(5,117)	(12.8%)	54,034	(14,038)
226 Grand Total		76,468,239	4,270,305	5,967,098	10,237,403	66,230,836	86.6%	76,293,140	175,099

Groton Public Schools
FY19 Budget Review
Summarized By Function

		FY19 Budget			FY19 Total	Remaining		FY19 Estimated	Increase
Function No.	Description	2018-2019	Expended 2018-2019	Encumbered 2018-2019	2018-2019	Balance	%	2018-2019	(Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	12,735,630	164,779	14,517	179,296	12,556,334	98.6%	13,160,043	(424,412)
1102	FUNCTION-1102 ART	620,846	7,832	16,007	23,839	597,007	96.2%	628,495	(7,649)
1104	FUNCTION-1104 LANGUAGE ARTS	2,674,275	32,871	3,437	36,308	2,637,967	98.6%	2,669,673	4,602
1105	FUNCTION-1105 WORLD LANGUAGES	1,085,669	18,700	220	18,920	1,066,750	98.3%	1,084,028	1,641
1106	FUNCTION-1106 CONSUMER SCIENCE	162,436	1,582	-	1,582	160,854	99.0%	162,436	0
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	592,576	8,601	10,778	19,380	573,196	96.7%	561,530	31,046
1108	FUNCTION-1108 MATHEMATICS	2,442,264	28,494	4,016	32,510	2,409,755	98.7%	2,363,726	78,538
1109	FUNCTION-1109 MUSIC	737,518	8,651	9,761	18,411	719,107	97.5%	696,222	41,296
1110	FUNCTION-1110 PHYSICAL EDUCATION	780,099	16,031	3,768	19,799	760,300	97.5%	836,140	(56,041)
1111	FUNCTION-1111 SCIENCE	2,705,550	88,641	17,509	106,150	2,599,400	96.1%	2,560,024	145,526
1112	FUNCTION-1112 SOCIAL STUDIES	2,116,237	23,636	1,907	25,544	2,090,693	98.8%	2,034,027	82,210
1114	FUNCTION-1114 HEALTH EDUCATION	483,503	1,440	-	1,440	482,062	99.7%	491,002	(7,500)
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	-	-	0	30,000	100.0%	30,000	-
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPER	375	-	-	0	375	100.0%	-	375
1117	FUNCTION-1117 INTERN. BACCALAUREATE	524,546	29,816	1,865	31,681	492,865	94.0%	531,341	(6,795)
1119	FUNCTION-1119 UNCLASSIFIED	800,500	90,914	117	91,031	709,469	88.6%	792,085	8,415
1121	FUNCTION-1121 BUSINESS EDUCATION	305,559	5,455	-	5,455	300,103	98.2%	302,746	2,813
1124	FUNCTION-1124 HEALTH OCCUPATIONS	116,675	1,562	2,908	4,470	112,205	96.2%	116,570	104
1260	FUNCTION-1260 ENRICHMENT	39,046	2,721	-	2,721	36,325	93.0%	39,183	(137)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,523,927	29,055	-	29,055	2,494,872	98.8%	2,382,495	141,432
1412	FUNCTION-1412 SUMMER SCH HIGH SC CREDI	5,091	8,528	-	8,528	(3,437)	(67.5%)	8,589	(3,498)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVIC	1,142,615	29,144	93,456	122,600	1,020,015	89.3%	1,125,408	17,206
		32,624,936	598,453	180,266	778,719	31,846,217	97.6%	32,575,764	49,173
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	987,057	15,953	-	15,953	971,104	98.4%	987,058	(1)
1210	FUNCTION-1210 SPED Summer School	20,551	25,595	-	25,595	(5,044)	(24.5%)	22,013	(1,462)
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTIO	778,992	8,839	-	8,839	770,153	98.9%	778,992	0
1230	FUNCTION-1230 SPECIAL EDUCATION	8,346,058	93,205	4,366	97,572	8,248,486	98.8%	8,347,669	(1,611)
1250	FUNCTION-1250 BLIND	114,050	866	-	866	113,184	99.2%	114,050	(0)
1280	FUNCTION-1280 HEARING IMPAIRED	141,472	3,884	1,035	4,919	136,553	96.5%	141,507	(35)
		10,388,180	148,342	5,401	153,744	10,234,436	98.5%	10,391,289	(3,109)
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	77,161	-	-	0	77,161	100.0%	76,048	1,113
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	-	207,000	3,000	1.4%	207,000	3,000
		287,161	207,000	0	207,000	80,161	27.9%	283,048	4,113
Student Activities									
15**		764,336	38,966	60,206	99,172	665,164	87.0%	764,529	(193)
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	849,892	114,622	524,611	639,234	210,658	24.8%	849,892	(0)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	440,594	1,313	134	1,447	439,147	99.7%	417,860	22,734
2120	FUNCTION-2120 GUIDANCE SERVICES	1,561,491	42,366	-	42,366	1,519,125	97.3%	1,505,549	55,942
2130	FUNCTION-2130 HEALTH SERVICES	1,178,808	20,656	473,162	493,818	684,990	58.1%	1,178,808	0
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,326,320	14,685	6,597	21,282	1,305,038	98.4%	1,326,320	(0)
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,183,914	15,654	2,388	18,042	1,165,872	98.5%	1,134,494	49,420
		6,541,019	209,296	1,006,893	1,216,189	5,324,830	81.4%	6,412,923	128,096
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO T	90,799	10,509	52,964	63,473	27,326	30.1%	90,844	(45)
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTI	352,030	81,235	104,920	186,156	165,874	47.1%	354,818	(2,788)
		442,829	91,744	157,884	249,629	193,201	43.6%	445,662	(2,832)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERV	4,700	-	-	0	4,700	100.0%	4,700	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SEI	1,571,988	165,690	702,636	868,325	703,663	44.8%	1,571,988	(0)
2313	FUNCTION-2313 BUSINESS OFFICE	835,143	77,197	386,638	463,835	371,308	44.5%	835,143	(0)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,011,259	501,784	2,251,636	2,753,421	1,257,838	31.4%	4,000,677	10,581
		6,423,089	744,671	3,340,910	4,085,581	2,337,508	36.4%	6,412,508	10,581
Operational Services									
2510	FUNCTION-2510 OPERATION AND MAINTENAN	6,847,906	909,045	441,712	1,350,757	5,497,149	80.3%	6,849,935	(2,030)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,463,820	154,660	93,181	247,841	5,215,978	95.5%	5,463,820	(0)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICE	1,455,639	350,278	404,723	755,000	700,639	48.1%	1,464,339	(8,700)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	8,500	513	-	513	7,987	94.0%	8,500	-
		13,775,865	2,067,323	939,616	3,006,939	10,768,925	78.2%	13,786,594	(10,730)
Non-Programmed Charges									
4100		5,220,824	164,510	275,921	440,431	4,780,393	91.6%	5,220,824	0
Grand Total		76,468,239	4,270,305	5,967,098	10,237,403	66,230,836	86.6%	76,293,140	175,099
									0.2%

Groton Public Schools
 Tuition rates for Out of District students
 Based on FY2017 actual results

Elementary School	\$ 14,616
Middle School	\$ 16,579
High School	\$ 16,504
IB Diploma Program	\$ 19,610

Special Education Program Costs

Pre-School	\$ 10,178
Regular Education, K-12	\$ 15,121
CC Academy	\$ 30,318
CB Academy	\$ 30,318
WSMS Academy	\$ 30,318
NBA	\$ 28,750
Transition Academy	\$ 27,702

Additional Services

OT/PT	Add \$ 3,000
Speech	Add \$ 3,000
Counseling/Social Skills	Add \$ 3,000
Resource Room	Add \$ 5,000

Instruction**Home Schooling****Procedures Concerning Requests from Parents to Educate Their Children at Home****Statutory Authority**

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education.

When parents/guardians choose to educate their children at home, the school district shall provide whatever reasonable assistance it can to ensure such children benefit appropriately from home instruction. If a parent/guardian wishes their child to return to local public schools, school staff shall help facilitate the return.

Section 10-184 of the Connecticut General Statutes describes the duties of parents for educating their children. It requires that parents or persons having control of children over five (5) years of age and under eighteen (18) years of age shall cause such children "...to attend a public day school regularly..." However, Section 10-184 also allows the parent or person having control of such child to educate the child in other than the public schools if they are "...able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."

Parents wishing to educate their child in their home should comply with the following procedures to satisfy the statutory requirements for home instruction:

1. Parents shall file with the Superintendent of Schools a Notice of Intent to Home School (appendix)
2. Filing of a Notice of Intent must occur within ten (10) days of the start of the home instructional program.
3. A parent, by filing a Notice of Intent, acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a Notice of Intent in no way constitutes approval by the school district of the content or effectiveness of a program of home instruction.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system. Any student being home schooled is ineligible to participate in any courses, programs or activities offered to students enrolled in the Groton Public Schools. The Groton Public School System will provide only such services by law. Among those programs, services, and activities which will not be available to home schooled children include: participation in the National Honor Society, extra-curricular activities such as band, interscholastic and intra-scholastic athletic teams, field trips, and foreign language instruction.

Legal Reference: Connecticut General Statutes
10-184 Duties of parents.
10-220 Duties of Boards of Education.
Regulations of the Connecticut State Board of Education

Policy Adopted: _____

GROTON PUBLIC SCHOOLS
Groton, Connecticut



Appendix

GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355

PHONE (860) 572-2100 • FAX (860) 572-2107

Date: _____

Dear Parent/Guardian:

The following procedures are in place to assist you in your request to educate your child at home.

Section 10-184 of the Connecticut General Statutes describes the duties of parents for educating their child and allows the parent or person having control of such child to educate the child in other than the public schools if they are "...able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."

The Notice of Intent form enclosed ~~may with this letter is intended to~~ assist you in showing that the home instruction you intend to provide is in fact equivalent to the instruction afforded children in the public schools. Further, the Notice of Intent form is filed by the parent with the superintendent of schools in the town in which you reside and is effective for up to one school year.

The Office of Pupil Personnel Services coordinates the Home School requests for parents who reside in the Groton Public School district. Please complete the enclosed Notice of Intent form describing the home program to be delivered to the child and return it in the enclosed stamped envelope. The Notice of Intent form will be sent to the superintendent of schools for his signature and a copy will be sent to you for your records. A copy will also be sent to the school the child previously attended or would otherwise attend, to notify the school of the child's home schooled status.

If you have any questions, you may contact me at 860-572-2152 for additional information.

Sincerely,

Director Pupil Personnel Services
Groton Public Schools

Enclosure: Notice of Intent to Home School

Groton Public Schools
Groton, Connecticut

NOTICE OF INTENT

Instruction of a Student at Home

Name of Student _____ Date of Birth _____

Address _____

Telephone # _____

Name of Teacher/Program: _____ Telephone # _____

Address _____

Subjects to be taught:

Required:

Reading _____Yes _____No

Writing _____Yes _____No

English Grammar _____Yes _____No

Geography _____Yes _____No

Mathematics _____Yes _____No

Science _____Yes _____No

U.S. & Global History _____Yes _____No

Civics ~~Citizenship~~ * _____Yes _____No

Health / P.E. _____Yes _____No

Other: _____

~~* includes a study of town, state and federal governments~~

Recommended:

Total Number of Days Scheduled for Instruction _____

Teacher's Method(s) of Assessment of Student Progress _____

Instruction of a Student at Home

I do herein acknowledge and accept full responsibility for the education of my child in accordance with the requirements of Connecticut state law.

Parent

Date

I do hereby acknowledge only the receipt of this form and render no opinion as to the appropriateness of the planned program.

Superintendent

Date

Students

Reporting of Child Abuse and Neglect

It is the Groton Board of Education's policy to implement and comply with all the state law mandates concerning the reporting and prevention of suspected child abuse and neglect.

It is the Board's policy that when there is reasonable cause to suspect or believe that a child under the age of eighteen years has been abused or neglected, has had nonaccidental physical injury, or injury which is at variance with the history given of such injury, or is placed at imminent risk of serious harm, all mandated reporters are required to report the suspected abuse to the proper authorities in accordance with state law and this policy.

As defined by state law, all school employees are mandated reporters, including, but not limited to, ~~and this includes~~ the superintendent, administrators, teachers, substitute teachers, ~~guidance~~ school counselors, psychologists, social workers, ~~licensed behavior analysts~~, nurses, physicians, paraprofessionals and coaches either employed by the Board or working in one of the Board's schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf on students enrolled in the Board's schools.

It is the Board's policy that a school employee and all other mandated reporters shall make an oral report either by telephone or in person to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve hours after the school employee has reasonable cause to suspect or believe that a child has been abused or neglected. The mandated reporter shall inform the building principal or the principal's designee that he or she will be making such a report. Not later than forty-eight hours after making an oral report, the mandated reporter shall submit a written report to the Commissioner of Children and Families or the commissioner's designee. The mandated reporter shall also give a copy of the written report to the building principal or the principal's designee. **The principal or the principal's designee will send a copy of the written report to the Director of Pupil Personnel Services within 48 hours of its completion (DCF Form 136).**

Both oral and written reports shall include, if known: (1) the names and addresses of the child and his or her parents or guardians; (2) the age of the child; (3) the gender of the child; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

If the report of abuse or neglect involves a school employee as the perpetrator, the Board may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation by the Department of Children and Families.

In furtherance of its responsibilities to protect children and in compliance with its obligations under the law, the Board shall provide in-service training regarding the requirements and obligations of mandated reporters. Board employees shall also participate in training offered by the Department of Children and Families. The Board will distribute this policy annually to all employees and keep documentation that all employees have in fact received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families child abuse and neglect registry before the person may be hired.

State law prohibits retaliation against a mandated reporter for fulfilling his or her obligation to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his or her compliance with the law and with Board policy regarding reporting of suspected child abuse and neglect.

Any school employee or other mandated reporter, who in good faith, makes the report of suspected abuse required by state law, shall be immune from any liability, civil or criminal, which otherwise might be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such report, provided such person did not perpetrate or cause such abuse or neglect.

Legal Reference: C.G.S. §§ 17a-101 through 17a-101k.
 C.G.S. § 17a-16a School placement for children in out-of-home care.
 C.G.S. § 17a-28 Definitions. Confidentiality of and access to records; exceptions.
 Procedure for aggrieved persons. Regulations.
 C.G.S. § 17a-106 Cooperation in relation to prevention, identification and investigation of child abuse and neglect.
 C.G.S. §§ 10-145, 145a through 145p.
 C.G.S. § 10-220 Duties of boards of education.
 C.G.S. § 10-220a In-service training. Professional development. Institutes for educators. Cooperating teacher program, regulations.
 C.G.S. § 10-221d Criminal history records checks of school personnel.
 Fingerprinting. Termination or dismissal.
 C.G.S. § 10-151. Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.
 C.G.S. § 46b-120 Definitions.
 C.G.S. § 53a-65 Definitions.
 Public Act 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District.

Adopted: June 1990
Revised: February 23, 1993
Revised: May 9, 1994
Revised: March 9, 1998
Revised: April 8, 2003
Revised: April 8, 2013
Revised: _____

GROTON PUBLIC SCHOOLS
 Groton, Connecticut

Students

The Reporting Of Child Abuse and Neglect

These Administrative regulations are issued by the Connecticut Department of Children and Families (DCF) in collaboration with the Connecticut State Department of Education (CSDE) pursuant to section 3(e) of Public Act 11-93 for use in public and private schools.

REPORTING CHILD ABUSE

The **Report of Suspected Child Abuse form** (DCF-136) is a part of these regulations.

Introduction

Connecticut General Statutes §17a-101, as amended by Public Act 02-138 and 11-93, requires certain school employees who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report these suspicions in compliance with applicable state statutes. These employees are mandated reporters. The following school employees are mandated reporters:

"A teacher, substitute teacher, school administrator, school superintendent, ~~guidance~~ school counselor, psychologist, social worker, licensed behavior analyst's, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or a private elementary, middle or high school or working in a public or private elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in (i) a public elementary, middle or high school, pursuant to a contract with the local or regional board of education, or (ii) a private elementary, middle or high school, pursuant to a contract with the supervisory agent of such private school."

For definitions of child abuse and neglect see Appendix A.

For indicators of child abuse and neglect see Appendix B.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families or an appropriate law enforcement agency, and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families. The oral report to DCF shall be made on the DCF 24 hour Careline. 1-800-842-2288. The written report shall be submitted on the DCF-136 or any form for that purpose. See Appendix C.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth below.

APPLICABLE STATE LAW

C.G.S. §10-220a. In-service training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

C.G.S. §10-221d. Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

C.G.S. §17a-28. Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93 and PA 11-167)

C.G.S. §§17a-101 through 17a-101k. Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 11-93)

C.G.S. §17a-106. Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

P.A. 11-93. An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District.

PA 11-167. An Act Concerning Access to Records of the Department of Children and Families.

Regulations of Connecticut State Agencies §§17a-101k-1 through 17a-101k-16. Child Abuse and Neglect Registry

Reporting of Child Abuse/Neglect

What Must be Reported

A report must be made when any mandated reporter employed by the school district, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen:

- has been abused;
- has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
- has been neglected; or
- has been placed in imminent risk of serious harm.

Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education suspects or believes that a child has been abused, neglected, or has been placed in imminent risk of serious harm, the following steps shall be taken:

- (a) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm, or has had non-accidental physical injuries or injuries which are at variance with the history of such injuries, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or

in person to the Commissioner of Children and Families or the local law enforcement agency.

(b) The employee shall also immediately make an oral report to the Building Principal or his/her designee. If the Building Principal or his/her designee is the alleged perpetrator of abuse/neglect then the employee shall instead notify the Superintendent.

(c) If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.

(d) Within 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information.

(e) The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent's designee.

(f) If a report prepared in accordance with Section (c) above, concerns suspected abuse or neglect by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- the names and addresses of the child and his/her parents or other persons responsible for his/her care;
- the age of the child;
- the gender of the child;
- the nature and the extent of the child's injury or injuries, maltreatment or neglect;
- the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
- the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

Investigation of the Report

The Board of Education shall permit and give priority to any investigation conducted by the Department of Children and Families or the appropriate local law enforcement agency of a report that a child has been

abused or neglected. If the suspected perpetrator of abuse or neglect is a school employee, the Board may conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the general statutes, as amended, upon notice from the DCF or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of DCF or such local law enforcement agency.

To the extent feasible, this investigation shall be coordinated with the Department of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse.

The investigation shall include an opportunity for the suspected perpetrator to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child abuse or neglect shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child abuse or neglect, except as expressly prohibited by state or federal law.

The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District.

Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

The District shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. Such Department is to have access to all such records.

The Board shall provide to the DCF commissioner or designee, upon request for the purposes of an investigation by DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such board of education, and records of the personal misconduct of such teacher. ("Teacher" includes each certified professional

employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.)

Actions following the investigation of the report

Evidence of Abuse by Certain School Employees

After an investigation has been completed, if DCF, based upon the results of such investigation, has reasonable cause to believe that a child has been abused or neglected by an employee who has been entrusted with the care of a child ("Person entrusted with the care of a child or youth" means a person given access to a child or youth by a person responsible for the health, welfare or care of a child or youth for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring of such child or youth.) and who is in a position requiring a certificate, permit or authorization issued by the State Board of Education, DCF shall notify the Superintendent and the Commissioner of Education of such findings and shall provide them with records concerning the investigation, whether or not created by DCF.

If DCF, after the completion of an investigation, has reason to believe that a child has been abused or neglected by an employee who has not been entrusted with the care of a child, who is in a position requiring a certificate, permit or authorization issued by the State Board of Education, and DCF recommends that the employee be placed on the Department of Children and Families abuse and neglect registry because the employee poses a risk to the health, safety or welfare of children, DCF shall notify the Superintendent and the Commissioner of Education of such findings and shall provide them records concerning such investigation whether or not created by DCF.

DCF shall provide this notice whether or not the child was a student in the employing school or school district.

The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension.

Evidence of Abuse by Other School Staff

If the investigation by the Superintendent produces evidence that a child has been abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

Non-Retaliation

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

Training

Effective February 29, 2012, all District employees who are mandated reporters are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all such employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

APPENDIX A

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut Department of Children and Families.

For the purposes of these operational definitions,

- child refers to any person under eighteen (18) years of age, or under twenty-one (21) years of age and in DCF care
- a person responsible for a child's health, welfare or care means:
- the child's parent, guardian, foster parent, an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care
- a person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child for the purpose of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.

Note: Only a "child" as defined above may be classified as a victim of child abuse and/or neglect; only a "person responsible", "person given access", or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.

Legal References: Connecticut General Statutes §17a-93; §17a-103a; §17a-101, et. seq., as amended by P.A. 11-93; §46b-120.

Physical Abuse

A child may be found to have been physically abused who:

- has been inflicted with physical injury or injuries other than by accidental means,
- is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or
- has injuries at variance with the history given of them.

Evidence of physical abuse includes:

- bruises, scratches, lacerations
- burns, and/or scalds
- reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.
- injuries to bone, muscle, cartilage, ligaments:
- fractures, dislocations, sprains, strains, displacements, hematomas, etc.
- head injuries
- internal injuries
- death
- misuse of medical treatments or therapies
- malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion
- deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child
- cruel punishment.

Sexual Abuse/Exploitation Sexual Abuse/Exploitation

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior.

Evidence of sexual abuse includes, but is not limited to the following:

- rape
- penetration: digital, penile, or foreign objects
- oral / genital contact
- indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
- incest
- fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim
- sexual exploitation, including possession, manufacture, or distribution of child pornography. online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website
- coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior
- disease or condition that arises from sexual transmission
- other verbal, written or physical behavior not overtly sexual but likely designed to "groom" a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2215 Sexual Exploitation of Children.

Emotional Maltreatment-Abuse**Emotional Maltreatment-Abuse is:**

- act(s), statement(s), or threat(s), which
- has had, or is likely to have an adverse impact on the child; and/or
- interferes with a child's positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

- rejecting;
- degrading;
- isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or
- exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

- depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;
- aggression/ passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts;
- extreme dependence;
- academic regression;
- and/or trust issues.

Physical Neglect

A child may be found neglected who:

- has been abandoned;
- is being denied proper care and attention physically, educationally, emotionally, or morally;
- is being permitted to live under conditions, circumstances or associations injurious to his well-being; and/or
- has been abused.

Evidence of physical neglect includes, but is not limited to:

- inadequate food;
- malnutrition;
- inadequate clothing;
- inadequate housing or shelter;
- erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;
- permitting the child to live under conditions, circumstances or associations injurious to his well-being including, but not limited to, the following:
 - substance abuse by caregiver, which adversely impacts the child physically
 - substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs
 - psychiatric problem of the caregiver which adversely impacts the child physically

- exposure to family violence which adversely impacts the child physically
 - exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety
 - non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances
 - voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, e.g. persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry
 - non-accidental or negligent exposure to pornography or sexual acts
 - inability to consistently provide the minimum of child-caring tasks
 - inability to provide or maintain a safe living environment
- action/inaction resulting in death
- abandonment
- action/inaction resulting in the child's failure to thrive
- transience
- inadequate supervision:
- creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities
- holding the child responsible for the care of siblings or others beyond the child's ability
- failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

Note: Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.

Medical Neglect

Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:

- frequently missed appointments, therapies or other necessary medical and/or mental health treatments;
- withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or
- withholding medically indicated treatment from disabled infants with life threatening conditions.

Note: Failure to provide the child with immunizations or routine well child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, **Educational Neglect** occurs when, by action or inaction, the parent or person having control of a child five (5) years of age and older and under eighteen (18) years of age who is not a high school graduate

- fails to register the child in school
- fails to allow the child to attend school or receive home instruction in accordance with

- failure to take appropriate steps to ensure regular attendance at school if the child is registered.

Exceptions (in accordance with CONN. GEN. STAT. §10-184):

- A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

Note: Failure to sign a registration option form for such a child is not in and of itself educational neglect.

- A parent or person having control of a child sixteen (16) or seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

Emotional Neglect

Emotional Neglect is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

Evidence of emotional neglect includes, but is not limited to, the following:

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations; injurious to his well-being including, but not limited to, the following:
 - substance abuse by caregiver, which adversely impacts the child emotionally;
 - psychiatric problem of the caregiver, which adversely impacts the child emotionally;
 - and
 - exposure to family violence which adversely impacts the child emotionally.

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

- depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;
- aggression/ passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts;
- extreme dependence;
- academic regression;
- trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

- stealing;
- using drugs and/or alcohol;
- and involving a child in the commission of a crime, directly or by caregiver indifference.

Appendix B

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

- Delay in seeking appropriate care after injury.
- No witnesses.
- Inconsistent or changing descriptions of accident by child and/or parent.
- Child's developmental level inconsistent with history.
- History of prior "accidents".]
- Absence of parental concern.
- Child is handicapped (physically, mentally, and developmentally) or otherwise perceived as "different" by parent.
- Unexplained school absenteeism.
- History of precipitating crisis

PHYSICAL

- Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso;
- Clusters of skin lesions; regular patterns consistent with an implement;
- Shape of lesions inconsistent with accidental bruise;
- Bruises/welts in various stages of healing;
- Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges;
- Fractures/dislocations inconsistent with history;
- Laceration of mouth, lips, gums or eyes;
- Bald patches on scalp;
- Abdominal swelling or vomiting;
- Adult-size human bite mark(s);
- Fading cutaneous lesions noted after weekends or absences;
- Rope marks.

BEHAVIORAL

- Wary of physical contact with adults;
- Affection inappropriate for age Extremes in behavior, aggressiveness/withdrawal;
- Expresses fear of parents;
- Reports injury by parent;

- Reluctance to go home;
- Feels responsible (punishment "deserved");
- Poor self-esteem;
- Clothing covers arms and legs even in hot weather.

Indicators of Sexual Abuse

HISTORICAL

- Vague somatic complaint;
- Excessive school absences;
- Inadequate supervision at home;
- History of urinary tract infection or vaginitis;
- Complaint of pain; genital, anal or lower back/abdominal;
- Complaint of genital itching;
- Any disclosure of sexual activity, even if contradictory.

PHYSICAL

- Discomfort in walking, sitting;
- Evidence of trauma or lesions in and around mouth;
- Vaginal discharge/vaginitis;
- Vaginal or rectal bleeding;
- Bruises, swelling or lacerations around genitalia, inner thighs;
- Dysuria;
- Vulvitis;
- Any other signs or symptoms of sexually transmitted disease;
- Pregnancy.

BEHAVIORAL

- Low self-esteem;
- Change in eating pattern;
- Unusual new fears;
- Regressive behaviors;
- Personality changes (hostile/aggressive or extreme compliance);
- Depression;
- Decline in school achievement;
- Social withdrawal; poor peer relationship;
- Indicates sophisticated or unusual sexual knowledge for age;
- Seductive behavior, promiscuity or prostitution;
- Substance abuse;
- Suicide ideation or attempt;
- Runaway.

Indicators of Emotional Abuse

HISTORICAL

- Parent ignores/isolates/belittles/rejects/scapegoats child
- Parent's expectations inappropriate to child's development

- Prior episode(s) of physical abuse
- Parent perceives child as "different"

PHYSICAL

- (Frequently none);
- Failure to thrive;
- Speech disorder;
- Lag in physical development;
- Signs/symptoms of physical abuse.

BEHAVIORAL

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting sibling)
- Antisocial behavior;
- Emotional or cognitive developmental delay;
- Extremes in behavior - overly aggressive/compliant;
- Depression;
- Suicide ideation/attempt.

Indicators of Physical Neglect

HISTORICAL

- High rate of school absenteeism;
- Frequent visits to school nurse with nonspecific complaints;
- Inadequate supervision, especially for long periods and for dangerous activities;
- Child frequently unattended; locked out of house;
- Parental inattention to recommended medical care
- No food intake for 24 hours;
- Home substandard (no windows, doors, heat), dirty, infested, obvious hazards;
- Family member addicted to drugs/alcohol.

PHYSICAL

- Hunger, dehydration;
- Poor personal hygiene, unkempt, dirty;
- Dental cavities/poor oral hygiene;
- Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day;
- Constant fatigue or listlessness;
- Unattended physical or health care needs;
- Infestations;
- Multiple skin lesions/sores from infection.

BEHAVIORAL

- Comes to school early, leaves late;
- Frequent sleeping in class;

- Begging for/stealing food;
- Adult behavior/maturity (parenting siblings);
- Delinquent behaviors;
- Drug/alcohol use/abuse.

The **Report of Suspected Child Abuse form (DCF-136)** is a part of these regulations.

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GROTON PUBLIC SCHOOLS
Groton, Connecticut