



**Lebanon Elementary School:
Parent and Student Handbook**

2021-2022

*Have responsibility, use honesty, show
respect to all, and keep safe in every setting.*

479 Exeter Road, Lebanon, CT 06249

Welcome to Lebanon Elementary School!

On behalf of the Lebanon Elementary School faculty and staff, I welcome you to the 2021-2022 school year. The information in this book is compiled to help you and your child share a productive and successful school experience. While we continue to face the evolving challenges of the pandemic and education, this handbook will provide some guidance on the updated procedures. The Lebanon Elementary handbook contains guidelines, policies and procedures with regard to attendance, student behavior, and medical/health procedures. It also contains summaries of curriculum, programs, and services as they apply to the Elementary School.

Highlighted in our handbook are expectations for student behavior and performance. We strongly believe that through our partnership with families we can reinforce responsibility and a healthy attitude towards learning, both in school and during distance learning. Positive Behavioral Interventions and Supports (PBIS) continues to be an effective system to teach and reinforce expected behaviors into students' daily lives. We strive to foster caring individuals who demonstrate respect towards others and enthusiasm for education.

We expect all families to take the time to read the information provided in this handbook. Feel free to contact us during school hours at 860-642-7593, regarding any questions or concerns you may have. If you need to contact the school after business hours, please leave a message, and your call will be returned as soon as possible.

We look forward to a year of growing, learning, and excitement as we share the role of guiding and teaching our children. Together we can make a difference.

Best,

Jessica Scorsio
Interim Principal

Lebanon School District: Strategic Plan Goals

Mission Statement: The Lebanon Public Schools, in partnership with families and the community, will prepare students to be contributing members of a diverse global society. We will provide a safe, nurturing, rigorous, and student-centered learning environment

Portrait of a Graduate: To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified six qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation. These six qualities and their attributes will focus and anchor the work of the district as we move towards a mastery-based and student centered learning framework for students at all levels.

Responsible Citizen: A responsible citizen collaborates with diverse people to accomplish community goals through democratic processes. They manage themselves and their resources in a way that is beneficial to their community. A student who demonstrates the qualities of a responsible citizen: Respects diverse people, cultures, and viewpoints when addressing a variety of issues; Contributes to the betterment of their community; Applies their understanding of democratic processes to participate in community decisions; Advocates for themselves and others; Manages time and materials appropriately; and Makes ethical and responsible decisions.

Effective Communicator: An effective communicator clearly conveys their ideas using the appropriate medium. They adjust their presentation of ideas as needed to better reach their audience. A student who demonstrates the qualities of an effective communicator: Uses a multitude of platforms (digital and analog) to meaningfully express ideas; Articulates and defends their viewpoint clearly in writing, in media and orally; Applies the conventions of their chosen communication medium appropriately; and Adapts their communication to the needs of a particular audience.

Critical Thinker: A critical thinker asks thought provoking questions and seeks out accurate information to answer those questions. They assess the validity of ideas and opinions by drawing on their experiences and on data. A student who demonstrates the qualities of a critical thinker: Asks appropriate and insightful questions; Supports an argument with accurate, relevant, and compelling evidence; Seeks out a range of information to inform their opinion and evaluates it critically; Recognizes bias and differences in perspective in self and others; and Connects new learning to prior knowledge.

Innovative Problem Solver: An innovative problem solver thinks flexibly when analyzing and reflecting on their work. They attempt challenging problems and persevere in solving them. A student who demonstrates the qualities of an innovative problem solver: Engages in challenging work by developing plans to accomplish it; Develops flexible and/or creative solutions; Analyzes and evaluates situations to draw conclusions and troubleshoot issues; and Reflects on successes and failures and persists in improving their work.

Lifelong Learner: A lifelong learner builds knowledge and skill through practice and the application of appropriate learning strategies. They possess a well-rounded pool of background knowledge and skills, which they can leverage to address their areas for growth. A student who demonstrates the qualities of a lifelong learner: Articulates their current strengths and weaknesses as a learner; Develops healthy coping strategies to compensate for areas of personal difficulty; Applies their understanding of growth mindset to the learning of new skills/knowledge; Demonstrates an understanding of the fundamental concepts within a discipline; and Identifies community organizations that offer assistance and learning opportunities beyond those available in their school.

Engaged Collaborator: An engaged collaborator actively participates in and makes beneficial contributions to group endeavors regardless of their role. They can switch between leadership and supporting roles easily, as well as give and act on appropriate feedback. A student who demonstrates the qualities of an engaged collaborator: Listens to and values the contributions of others; Accepts feedback and adapts ideas; Contributes to a group goal both independently and interdependently; and Works effectively in both leading and supporting roles.

LEBANON BOARD OF EDUCATION GOALS AND OBJECTIVES

Student Achievement

Goal: The Lebanon Board of Education will support every student in the Lebanon Public Schools to meet established, rigorous performance standards in all areas of learning by becoming independent strategic readers, problem solvers, and critical thinkers.

Communication

Goal: The Lebanon Board of Education will establish reciprocal communication that is accessible and understandable, and unites all citizens around the belief that high quality public education is our community's most valuable asset.

Facilities and Educational Adequacy

Goal: The Lebanon Board of Education will ensure all students have the opportunity to learn and achieve in safe and educationally adequate facilities by meeting the needs of the district with respect to adequate space and quality learning environments.

Fiscal Management

Goal: The Lebanon Board of Education will promote a fiscally responsible district. The Board recognizes its responsibility to balance its objectives of providing the best possible education to the students of Lebanon while being fiscally responsible to district taxpayers.

Board Governance

Goal: The Lebanon Board of Education will institutionalize a focus on continuous improvement leading to student achievement and student success through its development of policy, ongoing evaluation, and commitment to board professional growth.

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LEBANON PUBLIC SCHOOLS 2021 / 2022 CALENDAR

August 2021

M	T	W	TH	F
23	24	25	26	27
30	31			

September 2021 - 21 days

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021 - 19 days

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021 - 18 days

M	T	W	TH	F
1*	2	3	4	5
8	9	10*	11	12
15	16	17	18	19
22	23	24*	25	26
29	30			

December 2021 - 17 days

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23*	24
27	28	29	30	31

January 2022 - 20 days

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18//	19//	20//	21//
24	25	26	27	28
31				

Quarters End - HS

November 5, 2021

January 14, 2022

March 25, 2022

June 8, 2022

Important Calendar Dates

August 26, 27 - New Staff

August 30 - Convocation

August 31 - Professional Development

September 1 - School begins for all students

September 6 - Labor Day

October 8 - Professional Development

October 11 - Columbus Day

November 1 - Early Dismissal All Students

LES, LMS, LMHS Parent Teacher Conferences

November 2 - No School All Students

LES, LMS, LMHS Parent Teacher Conferences

November 10 - Early Dismissal All Students

Afternoon Professional Development

November 11 - Veteran's Day

November 24 - Early Dismissal All

November 25, 26 - Thanksgiving

December 23 - Early Dismissal All

December 24 - December 31 Schools Closed

January 17 - Martin Luther King Day

January 18, 19, 20, 21

Early Dismissal LMHS - Exams & Conferences

Early Dismissal LMS - Parent Teacher Conferences

February 17, 18 - Professional Development

February 21, 22 - Winter Break

March 17 - Early Dismissal LES (PK - 4 Conferences)

March 18 - Early Dismissal LES (PK-4 Conf.) NO PM PreK

April 15 - Good Friday

April 18-22 - April Break

May 30 - Memorial Day

June 9, 10, 13, 14 - Early Dismissal LMHS - Exams

June 13, 14 - Early Dismissal All

June 14 - Last day for students

☐ Indicates No School

☐ Indicates Professional Development Day/ No School for Grades PreK-12

* Indicates Early Dismissal, All

// Indicates Early Dismissal, LES Only

// Indicates Early Dismissal, LMS & LMHS Only

/// Indicates Early Dismissal, LMHS Only

180 Student Days

186 Teacher Days

Quarters End - MS

November 5, 2021

January 14, 2022

March 25, 2022

June 8, 2022

February 2022 - 16 days

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022 - 23 days

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17/	18/
21	22	23	24	25
28	29	30	31	

April 2022 - 15 days

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022 - 21 days

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022 - 10 days

M	T	W	TH	F
		1	2	3
6	7	8	9///	10///
13*	14*			

If five school days are cancelled due to inclement weather, etc. prior to March 1st, additional school closing days will be made up during April vacation beginning on April 22nd.

Trimesters End - ES

December 3, 2021

March 18, 2022

June 10, 2022

Approved: 12/08/2020

2021-2022 REGULAR FULL DAY and DELAYED OPENINGS/EARLY CLOSING DAYS/EMERGENCY EARLY CLOSING	
FULL DAY	
Grades K-4	School starts – 8:35 a.m.; School ends 3:10 p.m.
AM Preschool	Session starts – 8:35 a.m.; Session ends 11:20 a.m.
PM Preschool	Session starts – 12:20 p.m.; Session ends 3:10 p.m.
2 HOUR DELAYED OPENING	
Grades K-4	School starts – 10:35 a.m.; School ends 3:10 p.m. (Lunch served)
AM Preschool	CANCELLED
PM Preschool	Session starts 12:20 p.m.; Session ends 3:10 p.m.
Early Closings Due to Inclement Weather	
Grades K-4	School starts – 10:35 a.m.; School ends 1:05 p.m. (Lunch served)
AM Preschool	Session starts at 8:35; ends at 10:45
PM Preschool	CANCELLED
PLANNED EARLY CLOSING DAYS November 1, 10, 24 December 23, March 17 & 18, June 13 & 14	
Grades K-4	School starts 8:35 a.m.; School ends 1:05 p.m. (Lunch served)
AM Preschool	Session starts 8:35 a.m.; Session ends 10:45 a.m.
PM Preschool	Session starts 10:45 a.m.; Session ends 1:05 p.m. Note: Students will be picked up approximately 90 minutes earlier. Please bring a lunch.
UNPLANNED EARLY CLOSING DAY (DUE TO THINGS SUCH AS INCLEMENT WEATHER)	
Grades K-4	School starts – 8:35 a.m.; School ends 1:05 p.m.
AM Preschool	Session starts 8:35 a.m.; Session ends 10:45 a.m.
PM Preschool	CANCELLED

Early Closing or Late Opening: In the event of severe weather school will be either cancelled or the opening will be delayed 2 hours. For this and for early closings due to the weather, notification will go out to parents through the Blackboard Connect system. The Superintendent's office will also notify various broadcasting stations to make public announcements.

WTIC-AM 1080 WTIC-FM 96.5 WDRC-AM 1360 WILI-AM 1400
WILI-FM 98.3 WDRC-FM 1029 WFSB TV 3 WVIT TV 30 WNHC TV 8

If you would like to receive email notification of school delays or closings, please go to <http://www.nbc30.com/closings/index.html> and register. As soon as the superintendent's office contacts Channel 30 with a change in open/closed status, an email will be sent to those who have registered.

Other Emergency/Early Closings

There may be other **unexpected** early closings for reasons such as electrical outages where water or heat is not available. These may not be seasonal and it is important to complete an Emergency Contact Plan and **include all critical contact information**.

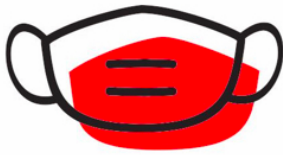
Parents should consider options and discuss them with their children in the event that there may be an early dismissal and there would be no adult at home to greet them.

In the event of an emergency closing, you will be notified through email, voice call and or text messages depending on the situation. Please make sure phone numbers including emergency contacts are current.

WEATHER CIRCUMSTANCES CHANGE! HAVE CONTINGENCY PLANS READY

Important Reopening Plan Updates

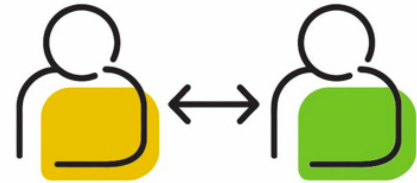
The following information is from the CDC and district.



**Wear a
Mask**



**Wash Your
Hands**



**Observe
Social Distancing**

Refer to the district's Continuity of Services Plan for information on Lebanon Public Schools current return to school plan:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1351437/Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services_Plan.pdf



2021-2022 LEBANON ELEMENTARY SCHOOL STAFF

Interim Principal

Jessica Scorso

**School Psychologist
Social Worker
Nurse**

**Lauren Brown
Amanda Mansfield
Jennifer Rahl**



**Administrative Secretary
Attendance Secretary**

**Emily Pastuszak
Cindy Pinell**

Preschool

**Gretchen Brochu
Maegan Meakem**

Kindergarten

**Greta Skiles
April van Sambeck
Halle Torockio
Kamila Nowak**

Grade One

**Heather Lyon
Christine Johnson
Lisa Gamache**

Grade Two



**Melissa Orlando
Carolyn Provost
Christine Burelle
Caroline Thompson**

Grade Three

**Jan Gervais
Jason Ladegard
Erin Pistel**

Grade Four

**Debbie Ieni
Jennifer Ladegard
Kathleen Smith
Devon Allegro**

**Math Tutor
Reading Consultant
Reading Support**

**Lisa Urban
Stephanie DeLucia
Marie Langdon
Barbara Lazur**



**Art
Library
Music
Technology
Physical Education**

**Nicole Johnson
Erin Burns
Erin Shuman
Jen Olsen
Jess Castillo/Jeff Gaucher**

Special Education

**Amy Bergeron
Bethany Boada
June Dunn
Stephanie Roberts
Kristen Bielewicz**

Speech/Language

**Therese O'Neill
Caitlin Connelly**

Occupational /Physical Therapists

Jean Glode (OT)

Alexa Poppiti (O/T)
Mary Kilcomons (P/T) M, T, Th

BCBA(Behavior Certified Board Analyst)

Nicole Giwa

Instructional Assistants

Andrew Barber

Richard Barnes
Danielle Brown
Denise Dube
Lori Hermann
Vicktrie Hilario
Lyn Johnson
Lisa Kinstler
Karen Konow - preschool
Julie Lake - preschool
Carol Learned
Caitlin Reid
Rebecca Smith
Ashley Strange
Lisa Viele
Amanda West
Karen Ansaldi
Katherine Gilbert
Holly Davis
Carl D'Amato



Information Technology (IT)

Catherine Creme

Custodians

Keith LaPorte
Carlos Rivera
Theo Cecchetti

Food Service Specialist-Chartwells
Cafeteria

Amy Gendron
Sharon Ashcom
Maria Leonard

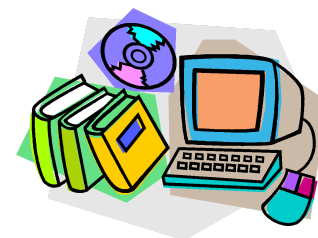
CENTRAL OFFICE STAFF

Superintendent of Schools
Director of Pupil Services
Director of Curriculum
Director of Business
Director of Technology
Administrative Secretary
Special Education Secretary
Bookkeeper

Andy Gonzalez
Cheryl Biekert
Rita Quiles-Glover
TBA
Jacques Dulac
Chelsea Williams
Jennifer Thompson
Lisa Clark

Maintenance Supervisor
Maintenance

Kevin French
John Jarvis



The Lebanon Board of Education Members and
2021 Scheduled Board Meetings

LEBANON BOARD OF EDUCATION

Alexis Margerelli-Hussey

Maureen McCall

Sarah Haynes

Dawn Whitcher

Nicole McGillicuddy

Matthew Smith

John Konow

Mark DeCaprio

Danelle Person

The Lebanon Board of Education will meet on the second Tuesday of each month, at the Lebanon Middle School Library unless otherwise specified. Board meetings begin at 7:30 PM.

2021 Scheduled Board Meeting Dates

September 14, 2021

October 12, 2021

November 16, 2021

December 14, 2021

For more meeting information please visit the district website at: www.lebanonct.org



General Information

Bus Transportation: Bus transportation is provided to school in the morning and from school in the afternoon for all students in grades Pre-K – 4 from/to their residence or designated bus stop. All buses are equipped with video cameras. Questions concerning bus routes should be directed to the Superintendent's office by calling 642-7795 or M & J Bus Company at 860-423-9552.

Drop Off Kindergarten -4th Grade:

Students may be dropped off in the lower loop between 8:20 am and 8:40 am. Drop off is not allowed in the bus loop. If you are bringing your child to school after 8:40 am, please park in the lot and walk your child into the front main office where a staff member will assist you. Mask wearing is required. To ensure safety for all students and allow for a smooth transition to the start of the day, please remember that student drop off time is only between 8:20-8:40. Please do not drop off your child unless there is a staff member present. Please do not pass the cars in line ahead of you, as children may be exiting the car. Lastly, if possible, have your child exit your car on the sidewalk side. We appreciate your understanding of these safety procedures.

Drop Off Pre-K:

Parent drop-off/pick-up: This will take place at the outside door of the Pre-K classrooms. Please park in the upper lot and come down through the gate past the playscape. A staff member will open the door at 8:20 for AM session and 12:20 for PM session. Please wait under the awning with your child and remain socially distanced with masks on. Students should not be running around during this time. Please follow the same procedure at dismissal. A staff member will be waiting to sign your child out. Please bring your ID with you each day, as we will need to check it.

- If your Pre-K student is in the AM session and a sibling is in another grade, the sibling will need to enter school through the main lobby entrance, then you may bring your Pre-K student around back to the Pre-K entrance.
- If your Pre-K student is in the PM session and a sibling is in another grade, both students will be dismissed through the Pre-K doors.

Parent Pick Up:

The more we learn about **PikMyKid**, the more excited we become and the more we know you will love the app. Whether you have an Android phone or an iPhone, at your convenience, visit the appropriate app store and download the PikMyKid app. Once downloaded, the registration process is very simple. More information will be sent home in Thrillshare.

We hope to begin using the PikMyKid system on the first day of school so get ready. Here are a couple highlights for you to consider.

1. You will be able to easily change the pickup individual, the pickup mode, and send your child to an 'After School' program up to 30 minutes before dismissal. And you will receive a text notification acknowledging that change.
2. You will receive a notification from our school as your child leaves campus. This means you will be aware of the precise moment your child is dismissed, whether it be on a bus or in the car line. Get ready!

To learn a little more on your own, please check out the following link that will show you a few of the PikMyKid features:

<https://www.pikmykid.com/features/for-parents/>

Parking: Parking is NOT allowed in the bus loop for any reason. Parking is allowed in the lower parking lot.

Lunch Program: Lunch and breakfast is provided by Chartwells Food Service. Each student's lunch account is their student ID number as assigned for all academic information. All meals are at no cost to families this school year.

Lost/Found Procedures: Students need to learn responsibility for their belongings. We ask that students not bring electronic devices, large sums of money or other costly items to school. Lost clothing and miscellaneous items are placed in a bucket in the bus loading area. Due to the excessive nature of lost

items we allow one to two weeks for children to recover their possessions. At that point items will be donated to organizations that support families in need.

Animals: Due to health and safety concerns and Board of Education policy, animals will not be admitted on school grounds. Exceptions will be made for formal educational exhibitions or medical assistance approved by administration.

Safety Procedures: Safety measures are integrated into our daily routines. All doors are locked during the school's operating hours. The main entrance has a buzzer entry system and all visitors must report to the office upon entry to sign in. Please be prepared to present identification and for the purpose of your visit. Any adult staying in the building must sign in and sign out and wear a visitor pass visibly. Fire drills, evacuations, and lockdown procedures are part of a school safety plan and are implemented throughout the school year. Practice for the entire school population provides safety protocols to call upon in the event of emergency situations. Children are taught safe ways to act at home and in school.



Visitors/Volunteers

At this time, due to Covid-19, visitors will be kept at a minimum when possible, but there still may be occasions when visitors need to enter the school building, this is by appointment only. For the safety and security of guests and students, visitors and volunteers are **REQUIRED** to present themselves at the office upon arrival at the Elementary School. In the office, visitors and volunteers will sign in and receive a visitor sticker. Upon departure, visitors/volunteers are asked to return to the office to sign out. Identification will be asked to be shown, as well as the purpose of the visit. Mask wearing is required. This will assure that we can account for everyone in the building in an emergency. Because we care about you, staff members will direct anyone without a sticker to the main office. We thank you for your help and understanding.

Outside Functions/Invitations: Party/function invitations cannot be given out in school. The room parent will ask for permission to share your address and phone number with other parents. Those parents who agree will have their address and phone number shared with other parents in the room. At no other time will numbers or addresses be given out in school. This promotes a fair and comfortable environment for all children in school.

Curriculum

Lebanon Elementary School's curriculum stems from the Common Core State Standards (CCSS). The CCSS are a set of K-12 expectations for Language Arts and Mathematics. They are designed to ensure all students are able to compete and succeed globally. The CCSS are fewer but higher and clearer standards, which are comparable across states and progressively aligned with what children need to know and be ready for college and career. With the adoption of the CCSS came key instructional shifts in the classroom. We aim to build knowledge through increased use of content-rich nonfiction and informational texts. Reading, writing and speaking is grounded in evidence from these texts. We stretch our students' minds by delving into complex text and examining its academic language. In math, we practice perseverance and seek to increase conceptual understanding, procedural skill and fluency as well as application in working to meet rigorous expectations. For a further more detailed look into our curriculum please do not hesitate to reach out to your classroom teacher.

Preschool NAEYC Accredited Program

The NAEYC accredited preschool program is offered in order to promote school success and intervene with students at an early age. The class is comprised of students with and without special needs. All Lebanon children ages three and four who may benefit from instruction and socialization may be referred for screening by our preschool team.



Report Cards

Students will receive report cards three times during the course of the year (after each trimester). LES, like all public schools in Connecticut, has transitioned fully to the Common Core State Standards (CCSS). We utilize a standards-based report card to align our grading and progress reporting practices to reflect this transition. Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows or is able to do. Our student/family friendly report card matches learning targets to high quality, balanced assessments and seeks to provide meaningful feedback so you may track your students' progress towards mastery of key academic concepts, as well as reflect upon strengths and areas of needed growth.

Grading Categories and Keys

One of the important features about the report card is the measurement system used in each subject area. Teachers will evaluate students by assessing how closely each student's work matches grade level expectations for what a student should be able to do by the end of a given trimester.

Teachers use letter codes to answer the following two questions for each student:

1. To what extent has the student achieved grade level expectations and standards?
2. To what extent is the student developing the characteristics of successful learners?

Grading Keys

The report card uses the following grading key to communicate the answers to questions posed above.

E- Exceeds Standard

M- Meets Standard

P- Progressing Towards Meeting Standard

L- Limited Progress Towards Meeting Standard

N/A- Not Assessed at this time- Please NOTE: The N/A code is used to indicate that a particular topic or set of learning objectives is not assessed or is not part of the curriculum during the trimester that is being graded. For example, although 'Operations and Algebraic Thinking' is part of each grade level's curriculum, teachers do not necessarily teach lessons in this area during each trimester. In such a case, N/A would be used.

Comments Section

Teachers use the "Comments" section of the report card to provide parents with a brief explanation or narrative that provides more detail about student learning.

Individual Education Plan and 504 Accommodations

If a child has an Individualized Education Plan or a 504 Accommodation Plan, the report card will reflect any modification in grading, course content, or student expectations specified by the Planning and Placement Team.

Conferences/Parent Questions

A common conference day is scheduled in the Fall and Spring; however parents wishing to meet with a teacher may do so at any time with an appointment. Parents are advised to contact their child's teacher with any questions they may have. Contact your teacher through email, send in a note, or call at 860-642-7593. Staff members will check their voicemail at the end of the day. Any information that needs to be addressed before the end of the school day should not be left on a teacher's voicemail. Please call the school office with any emergency changes in your child's normal routine, (absences, being picked up, not being picked up, going on a different bus). Staff can also be reached via email, which is their firstname.lastname@lebanonct.org

Photographing Students

As part of the first day notices, parents are asked to sign permission forms should they not want their child to be photographed as part of the school activities and events. Classroom volunteers or other adults should not take pictures of students in the class, without teacher permission. This is to protect each child's right to privacy.

Attendance

Student attendance has a major impact on individual academic achievement and social development. As elementary students begin their school career, it is important that they establish a pattern of attendance and a positive attitude toward learning which promotes growth. We believe that absences detract from the quality of learning and hope that students are absent only when necessary. *Attendance will be tracked during in person, hybrid, and distance learning.*



According to Connecticut State Law and Lebanon Board of Education Policy, notification regarding attendance will be sent home upon repeated absences. Presently this will involve both *excused** and *unexcused absences.** The academic progress of students accumulating twenty absences within a school year will be carefully reviewed and may result in retention.

(Please review the Board of Education Policy for further information.) Effective July 8, 2011, Connecticut legislators signed into law, Public Act 110136, Section 18, which required the State Board of Education to define "excused" and "unexcused" absences. According to the state law, there are two levels of criteria for an absence to be considered an excused absence:

- Level 1: One through 9 days absent (both excused and unexcused) - parent or guardian note required within 10 days and any reason that the student's parent or guardian indicates is acceptable and considered excused
- Level 2: 10 and above days absent - parent or guardian note required and in some cases additional documentation; Acceptable reasons can include a student illness (to be deemed excused; an appropriately verified licensed medical professional must verify all student illnesses, absences, regardless of length); student observance of a religious holiday; death in a student family or other emergency beyond the control of the student's family; mandated court appearances; lack of transportation that is normally provided by a district other than the one the student attends; extraordinary educational opportunities pre-approved by district administration

Parents are requested to use the "Reason for Absence Note" form to record and submit their child's absences in conjunction with a daily telephone call. Whenever a student is absent from school, no matter what the reason or circumstance, a note of explanation from the parent must accompany the student upon his/her return to school. It is important to note that while the first 9 absences in a school can be deemed excused for any reason the parent or guardian approves, the 10th and each subsequent absence establish a more stringent and specific set of reasons for the absence to be qualified as excused and must include specific written documentation or reasons. A parent meeting will be held when a child is determined truant (truant defined as a child who has 4 unexcused absences in one month or 10 unexcused absences in a school year). In the event of long term absences due to medical issues, parents and guardians must contact the school. Make-up assignments will be provided as appropriate to the child's development. In the case of prolonged absences of ten or more consecutive days, parents must notify the school so that arrangements may be made for assistance or special instruction.

Students missing work for vacation time or "Other Education Experiences" (BOE Policy 5113.a) outside the normal school calendar is strongly discouraged and will count toward the accumulation of the maximum number of allowable days absent.

Teachers will not be responsible for providing special make up sessions for work missed during such absences. It is the student's responsibility (parent's, Pre-K-8) to secure information about work missed, and this work must be turned in to the teacher for grading. Pre-K-8, the parent must notify the school two weeks prior fulfilling the obligations as described in the BOE Policy 5113.a. Students are also responsible for making up all tests missed during such absences.

Arrival/Tardiness

An important part of attendance is arriving at school on time. Routine tardiness without serious reasons will result in a conference with the principal, teacher and parent. In such cases, interventions may be suggested in order for both school and home to work together to resolve the concern.

Dismissal

Early dismissal as with tardiness negatively impacts individual student learning as well as creates a disruption to classroom instruction. Unless there is an urgent medical problem, we ask that early dismissals be minimized. With a large student body, these disruptions can have a major impact on our academic program. Please seriously consider these concerns when planning your school year.



**ALL STUDENTS, PARENTS AND VISITORS MUST REPORT TO THE OFFICE
IMMEDIATELY UPON ENTERING THE BUILDING.**



In order to properly account for the safety of all students during dismissal, students will be dismissed from the office and health room only. Children must be signed out by a parent, guardian or emergency contact. Identification is required and mask wearing.

Student Behavior and Responsibilities

Student learning involves both *academic* and *social learning*. It is critical for students to acquire skills which enable them to interact positively with others and contribute to their school community. Each disciplinary measure is an opportunity for students to grow and find more successful ways to communicate with others. Every student must make choices at their appropriate developmental level and understand the positive and negative consequences of these choices. Therefore, it is everyone's responsibility to conduct himself or herself in a respectful, courteous manner in



attitude, behavior and language at all times to ensure a safe and conducive learning environment in all school areas.

LES Behavior Purpose Statement

Lebanon Elementary School is a safe place to learn because we are respectful, responsible and honest.

HUSKIES Behavior Expectations:

Have Responsibility

Use Honesty

Show Respect To All

Keep Safe

In Every Setting



LES: Positive Behavior In Person

	Hallways	Bathroom	Lunch/Snack	Playground/ Tents	Arrival/Dismissal
I am... <u>Respectful</u> I will...	-remain silent in line -be helpful by picking up papers or objects left in the hallway -keep hands off of student work	-allow others their privacy -quietly wait my turn -take care of school property	-use a quiet voice -eat with good table manners -use polite words	-share equipment and take turns -include others in play -follow directions	-use respectful and quiet voices -arrive on time for class, the bus, or parent pick up
I am... <u>Responsible</u> I will...	-watch where I am walking	-ask before leaving the classroom -report any problems to my teacher -throw away paper towels in the trash	-wash my hands before eating -place my mask in the ziplock bag -clean my area and dump my trash properly -respond to quiet signal immediately	-clean up and put away recess equipment -line up quickly and quietly	-listening carefully to directions for arrival and dismissal
I am... <u>Honest</u> I will...	-be truthful about my actions -report actions accurately	-be truthful about my actions -report actions accurately	-take the lunch I ordered -be truthful about my actions -report actions accurately	-be truthful about my actions -report actions accurately	-be truthful about my actions -report actions accurately

	-go directly where I'm supposed to go	-only use the bathroom when necessary			
I am... <u>Safe</u> I will...	-walk on the right side of the hallway -keep my hands, feet and objects to myself -always walk -wear my mask -Stay in my bubble and allow for social distancing	-wash and dry my hands -flush the toilet -leave the light on for others -wear my mask -stay in my bubble and allow for social distancing	-move through the lunch line safely and orderly -walk safely to my table -touch only my food; I will not share food -stay in my seat until given permission to get up -stay in my bubble/allow for social distancing	-follow playground rules -tell an adult about safety issues -wear my mask -stay in my bubble and allow for social distancing	-always walk -wear my mask -stay in my bubble and allow for social distancing



LES: Positive Behavior Distance Learning

	Distance Learning
I am... <u>Respectful</u> I will...	-Use respectful words with my teachers, peers, and family -Take turns to comment on Google Meet/Zoom lessons -Attend lessons on time and with appropriate dress
I am... <u>Responsible</u> I will...	-Gather my materials and make a quiet space for learning -Carefully read all the directions for my work -Stay on task and complete my daily school work on time -Try my best on my schoolwork -Help my family (e.g., do chores, help younger siblings with schoolwork)

I am... Honest I will...	-Be truthful about my actions -Turn in my own work
I am... Safe I will...	-Take good care of my Chromebook/device -Use technology appropriately -Eat healthily, exercise, use mindfulness strategies, and play safely (e.g., use a helmet when riding a bike)

Discipline Process

Discipline problems will be handled according to the severity of the infraction. Minor infractions of classroom rules or procedures will be managed by the classroom teacher. If minor infractions re-occur (3 or more times in one month), an administrator will be made aware of the situation. If a major infraction of school rules occurs, the child will be sent to the office. At that time, notification will be shared with the parent/and or guardian by both the teacher and the administrator. Further misbehavior will lead to team meetings involving parents, teachers, counselors and/or an administrator in order to develop plans for improving behavior.

Examples of major infractions include:



- unsafe behavior including possession of items which may cause harm to oneself or others,
- weapons or facsimile of weapons,
- spitting or other similar behaviors,
- inappropriate or disrespectful language, behavior or gestures,
- fighting, hitting or tripping others,
- damage to property,
- injury or attempt to injure others,
- repeated classroom infractions.

Our school uses Restorative Practices that help all students learn problem solving and relationship building skills. It is important for students to learn responsibility for their behavior and to understand that all actions have consequences. When students do not follow the classroom and school rules a range of consequences may be issued. These may include loss of class or school privileges (i.e.: alternate recess and/or lunch, loss of privileges such as unable to participate in a special event or use of technology), time in the office completing work and reflecting on behavior, age appropriate written consequences, and behavioral plans. Behavioral contracts or plans will be designed to target specific concerns and to promote positive interactions. Intensive monitoring along with intervention plans will be vital to children who have demonstrated behaviors which interfere with learning on a regular basis. Please refer to the Lebanon Board of Education Policy (5114 Suspension/Expulsion) for further information.

Student Bus Behavior

All school rules and expectations are in effect while students are transported to and from school. Since the safety and well-being of students is our primary focus on the bus, any student jeopardizing the safety of others will be subject to disciplinary action that could include an assigned seat, close proximity to the bus driver, parent/student meeting with administrator, reflective/apology note to the bus driver, change of a bus, and/or suspension of transportation services up to ten consecutive days.

Social Emotional Learning

Social emotional learning (SEL) teaches students the ability to become more self-aware, manage and express feelings, advocate for one's needs as a learner, establish greater awareness of others, collaborate

with peers, exhibit independent student skills, and facilitate effective conflict management skills. ***SEL is a priority in our district-wide strategic plan.*** Social emotional learning at Lebanon Elementary School is taught through our early intervention process (SRBI) with Tier 1, 2 and 3 supports available to students. All students in pre-kindergarten through grade 4 participate in a program called Second Step. This classroom support provides the school environment cohesiveness with language, consistency of expectations across the grades, and improved positive relationships with those around them. Tier 1 social emotional supports are also modeled and taught through our Positive Behavioral Interventions and Supports (PBIS, paw tracker, Husky Hero), the development of classroom communities throughout each grade level, and Restorative Practices. In addition, all students participate in a social emotional screening in grades K-4th to help identify students in need of behavioral and school connectedness supports and interventions. All of these initiatives support the general well-being of all our students and are preventative measures for at risk behaviors such as bullying.

Bullying (see Board of Education Policy # 5131.911)

Definition of Bullying: Bullying can be defined as the repeated use by one or more students of a written, oral or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student that:

- caused physical or emotional harm to such student or damage to the student's property
- places such student in reasonable fear of harm to himself/herself or damage to his/her property
- creates a hostile environment at school for such student
- infringes on the rights of such student at school
- substantially disrupts the education process or the orderly operation of a school



Reporting of Bullying:

Students should report any acts of bullying to staff members who will report the act to the administration. Reports may be done verbally or in writing. Students may anonymously report incidents. All incidents will be investigated and appropriate action will be taken. All bullying investigations are documented, validated or not.

Dress Code

In an effort to address the Board of Education's concerns regarding appropriate school attire and dress code (policy 5132). Clothing suitable for the weather of the day should be worn. Children will be expected to go outside except on rainy or extremely cold days. Experience has shown that the school playgrounds, because of the terrain, are windier and colder than other parts of town. Please take this into consideration when assisting your children in selecting clothing for school. When there is snow, students can play in the snow if they have a snowsuit, ski gloves, coat, and snow boots. All other students will only be allowed to play on the blacktop. During the warmer days, children should refrain from wearing string or narrow strap tops, or clothing that exposes the midriff. Shirts or tops worn must be of a length that allows it to be tucked into the lower/under garment. Flip flops are not recommended due to the mulch in the playground area and potential injury. Clothing should be clean and must be free from promoting or referring to drugs, alcohol, tobacco or any offensive words, signs or slogans. We require that *sneakers* and comfortable clothes are worn on days when your child participates in physical education class.

Head coverings or face coverings of any kind, including but not limited to scarves, bandanas, costume masks, sunglasses, visors, hats, caps or hoods, are not to be worn during regular school hours. Approved coverings worn for religious purposes shall not be prohibited under this policy. See Board Policy 5132 for further information."

Homework

Homework is an extension of learning which takes place in the home. Skills and concepts need to be reinforced in order for true acquisition to occur. Students will be given assignments according to their developmental stage and educational needs. It is important that students learn responsibility and preparation for school. Please guide your child in this process.

- #1. Preschool-Kindergarten: Homework assignments may be given to develop the students' sense of responsibility and awareness of his/her surroundings.
- #2. Grades 1, 2, and 3: Homework at this level will be limited to assignments which, in the estimation of the teacher, can be completed in approximately twenty minutes.



- #3. Grade 4: Homework at this level will be limited to assignments which, in the estimation of the teacher, can be completed in approximately thirty minutes.

Consult with your child's teacher or counselor if the child seems to be taking a lengthy period of time or having any serious difficulty with assignments.

Class Placement

School personnel will work in coordination with the principal to develop classes which are heterogeneous. Balance of boys and girls, academics and social information provided to us from parents and teachers, and special learning considerations such as special school district services are all considered when placing students. This is not a simple process and is one that requires a great deal of thought and planning. A well balanced class allows the students and teacher to perform at their best. Please note, class placements are determined by the beginning of June. Specific teacher requests are not honored. We make every effort to meet all students' needs and we are confident that this process allows us to do an effective job of developing class lists. All requests for placement must be submitted to the principal in writing no later than May 20, 2020. Requests should include reasons related to the academic needs or learning style of a student. Decisions are made according to the criteria explained above, as well as in consideration of the total school population. The final decision in regard to placement resides with administration. We greatly appreciate the level of trust that you have in us to educate your child.

Counseling and Support Services

Support services are available to all students in the school based on individual need. These services include counseling, group counseling, and agency referral and related services. Parents may contact the following staff for specific concerns at 860:642-7593
School Psychologist: Lauren Brown
School Social Worker: Amanda Mansfield



Student Support Team

The Student Support Team (SST) provides a wide spectrum of strategies and interventions for students who experience academic difficulty or exhibit social and emotional needs and may not be demonstrating progress at an expected potential. There is a core team of a building administrator, two or more teachers, a reading consultant, and a school psychologist who meet weekly. Teachers, parents, related staff, or administrators may refer students to seek out specific methods for alternate means of instruction.

The goal of the team is to assist the student in meeting success and build upon strategies for future academic and social/behavioral gains. Students who continue to display difficulty for prolonged periods may be referred to the Individual Educational Planning Team for review or evaluation.

Individual Educational Planning Team / Planning and Placement Team

This team is comprised of staff members responsible for identifying, determining special education needs, prescribing suitable programs and monitoring progress for all children eligible for special education services. The IEP consists of an administrator, school psychologist, a regular education classroom teacher, a special education teacher, the child's parent and other professionals who may contribute to the decision making process.

Gifted and Talented

Connecticut State law, Public Act No. 17-82 (July 1, 2017), mandates that each local board of education provide a process of referral, identification, and evaluation for gifted and talented students Kindergarten to 12th grade. Referrals to determine identification as gifted and talented can be made by parents, teachers, or students. If identified, state law does not mandate that schools provide Gifted and Talented programming. Educators are encouraged to differentiate instruction for students with high academic or creative potential and seek support for their social emotional needs.

Section 10-76a-2 offers the following three important definitions that serve as the foundation for the identification of students as gifted and/or talented:

(1) “Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

(2) “Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

(3) “Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

While a referral to the gifted and talented identification process can be made at any grade, Lebanon Elementary School has implemented a process in 4th grade to thoroughly review and identify students with high intellectual, academic, and/or creative potential. Assessment data from the Smarter Balanced Assessment and NWEA will be reviewed during the fall of fourth grade. Students achieving scores at the 5th percentile will be considered for referral to the gifted and talented process. At the planning and placement team meeting, additional evaluations may be recommended to review the students overall learning profile. The team will then reconvene to review the evaluations and determine eligibility. When identified, the planning and placement team will review the student’s strengths and discuss interventions to best meet the student’s academic potential through differentiated instruction or curriculum compacting.



RELATED ARTS

The Related Arts are specialty areas where students can explore fine arts, technology, and literature, as well as sports and recreational activities. Through this exploration, students may develop interests and skills, while learning different modes of expression. The Related Arts complement our core academic program and create a comprehensive offering at Lebanon Elementary School.

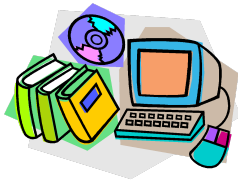


Art

The Art program features long-term multi-media projects requiring research, planning, production and presentation. The Art curriculum connects with the classroom studies. Art history, aesthetics, critique and reflection are key components. Responsibility (listening, following directions and doing best work) is encouraged. The art teacher meets with Grades K-4 for 40 minutes & Preschool for 20 minutes. During Covid, the art teacher will be visiting classrooms, rotating every two weeks and teaching by grade level.

Library/Media Center

The Lebanon Elementary School Library Media Center collection includes print and non-print material in a variety of formats. The collection reflects the school’s curriculum as well as the recreational needs of the students. Students visit the library once a week: 40 minutes for grades K-4 and 20 minutes for Pre-K. All students are introduced to our automated card catalog. Older students become familiar with the on-line Grolier and World Book Encyclopedia, along with ICONN.org (Connecticut Digital Library). Books are borrowed for one week and may be renewed. No fines are charged for late books, but damaged or lost books must be paid for before the student can resume library privileges. Our goal is to encourage the love of books and reading, and to promote responsibility, respect and caring with every visit to the library and with every book borrowed.



Music

This program (40 minutes grades K-4 each week, 20 minutes Pre-K) offers students a variety of musical exposures including singing, movement, dance, and “accompaniment” technique. Beginning in kindergarten, the curriculum is set to give the children a foundation of knowledge on which to build. Some of the concepts highlighted for music



literacy are vocal pitch control, steady beat, simple rhythm, and structured movement. This foundation is built on through the years in many ways, including increasingly advanced rhythmic reading and play, implementation of skills onto pitched instruments, and musical drama performance incorporating vocal and drama skills.

Physical Education

The physical education program (40 minutes grades K-4 each week, 20 minutes Pre-K) provides experiences for children to better skillfully move in situations requiring either planned or unplanned responses, become aware of the meaning, feeling, and joy of movement as performers and observers, and understand the connection between movement and fitness. Participation and positive social interactions are reinforced. Sneakers should be worn and meet the following criteria – laces or Velcro closure, cover the top of the foot to the ankle, no metal hooks, no raised heels or platforms, and no boot soles. A short sleeved shirt, shorts or loose fitting pants are preferred; sweatshirts and jackets should be worn in cooler weather. It is expected that all children participate in Physical Education classes. If it is necessary to be excused for a single class, a note from a parent is required. After that, a note from the doctor is required stating the duration to be excused. Classes can be held outside weather permitting. Proper social distancing will be closely monitored.



Technology and Technology Use

The technology program provides weekly instruction (40 minutes grades K-4 each week, 20 minutes Pre-K) a hands-on experience where students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. In addition to attending a technology class, students in Grades Prek-1 will utilize IPADS in the classroom - first grade has a 1:1 ratio with IPADS. In grades 2-4, each student will be assigned a chromebook and they will be expected to complete and return a “chromebook expectations” form at the beginning of the school year that must be signed by the student and parent/guardian.

Morning Activities

Students will remain with their class and have one time per week from morning arrival until 8:55 AM. Students are engaged in either physical activity, music, or working on expanding their technology skills. Related arts teachers structure these morning activities and it allows the students to engage with all students in their grade level.

Health Services

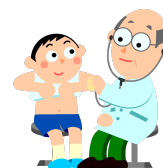
Student health is an important concern and the school nurse is available to work individually with students and their families. The nurse also serves as a member of the pupil services team and as a consultant to classroom teachers regarding medical/health issues. Students who become ill during the school day should report to the nurse. If there is a necessity to go home, the nurse will inform the parent and the student will be released from school.



Requirements for Admission to School

1. Physical Examinations

A complete physical examination record is required on all children accepted into the **preschool** program before they may enter the program. Prior to entry into **kindergarten**, seventh and eleventh grades, a student must have a complete physical examination within the last twelve months and must present written results of the exam to the school. Students moving into the district must present documentation of a physical examination. Responsibility for this physical examination and for obtaining the results rest with the parent and/or guardian.



2. Immunizations

All students are required to show proof of immunizations required by the State of Connecticut. Any student that does not have these immunizations will not be allowed to attend school. Students claiming medical exemption must return the Immunization Exemption Form to the health office prior to enrollment.



3. Emergency Information Sheet

Parents or guardians are required to fill out an Emergency Information Sheet within five days of pupil registration or from the start of school. **Parents or guardians must keep the information on the sheet up-to-date to facilitate locating parents in case of illness or emergency.** Parents are expected to come for children as soon as possible after being notified

by the nurse or arrange for someone else to assume care of the child. The school nurse cannot assume the responsibility for long term care.

4. Annual Health Update

To help us maintain a safe and healthy environment for our students, please notify the school nurse of any medical conditions, special needs, life-threatening allergies, or changes in your child's health.

5. Procedures

a. Injuries Occurring in School

The severity of the injury will determine what is done. Minor scrapes, cuts, bruises and the like will be reviewed by the health office. Depending on the severity, contact will be made to families through a health note, email, and/or phone call. More serious injuries, not requiring emergency care but needing more than first aid, will be referred to the child's parents or guardians for care or transportation to medical attention.



b. Illness Occurring in School

Students who become ill during school hours must report to the health office. The school nurse will examine him/her. A decision will be made as to whether the child should remain in school or be sent home based on the nurse's findings and using the guidelines set by the "Standing Orders" of our Medical Advisor. Any child having an oral temperature of 100°F or over, excessive coughing or sneezing, vomiting, diarrhea, suspicion of conjunctivitis or strep throat, an undiagnosed rash, or any other potentially contagious condition will be sent home. The parent/guardian is responsible to arrange transportation for their child within a reasonable amount of time.

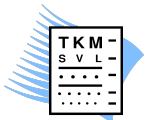
c. Returning to School After Hospital/Emergency Care

To ensure a smooth transition and appropriate care, students returning to school after hospitalization/emergency room care of a type that would impact school services to student safety **must present a note from the hospital to return to school**. This note must include the following: student diagnosis, a date the student may return to school and restrictions, limitations or assistive services (slings, casts, crutches, etc.). No students will be allowed to attend school using an assistive device without written doctor's authorization and guidelines. Any student with an assistive device must be signed into the Health Office by a parent upon returning to school.



d. Communicable Disease Protocol

Any child thought to have a communicable disease that which may be passed on to another student shall be examined by the nursing staff and if confirmed, shall be excluded from school. Conditions which indicate exclusion include, but are not limited to: strep throat, chicken pox, impetigo, scabies, conjunctivitis (pink eye), pediculosis (head lice), and mononucleosis. Any child excluded from school for a communicable disease must be seen by the school nurse and have a written statement from a physician prior to re-entry. If the parent should discover that the child has a communicable disease at home, he/she should notify the Health Office. If a long term absence (more than 15 days) is anticipated, parents should contact the school office. The nursing staff shall examine students and may send notices to parents where communicable diseases have been confirmed to prevent further spread of diseases.



e. Medical Excuse from Physical Education

If your child is ill or injured and needs to be excused from physical education or recess, a note from the child's physician is needed stating the length of time the child is to be excused. Otherwise, it will be left to the discretion of the school nurse depending on the child's past and present medical history. The excuse from the school nurse shall cover **one** school day. School policy advises that a child who is able to be in school should participate in gym. If your child has a temporary or chronic limitation, a limited physical education form must be completed by your physician and returned to the office.

6. Medication and Sunscreen

Prescribed medication should not be administered during school hours if the desired effect by administration can be achieved during non-school hours.



However, if that is not possible, medication must be delivered directly to the school by the parent or responsible adult. Medication may not be transported or possessed by students. School administration of medication applies only to such medication prescribed for a particular individual pupil by a physician or dentist. This includes aspirin, ibuprofen, or aspirin substitutes containing acetaminophen. (PA 90-85; Lebanon Board of Education Policy JGCC). All medication must be picked up by a parent at the end of the school year. Students may not carry or self-administer any medication in school. ***The nurse cannot dispense medication, including aspirin, to pupils without written permission from the doctor and the parents.*** PA 19-60 - Allows any student who is six years of age or older to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, with only written authorization signed by the student's parent or guardian. For students who are younger than six, sunscreen application follows the guidelines as prescribed medications.

7. Health Screenings

Vision and audiometric screenings should be done, initially by the physician, at the time of the required physical exam. Subsequent vision and audiometric screenings are done annually on students in grades K thru 4.

Illness/Injury Guidelines for Parents/Guardians



1. Notify the school when your child will be absent. You may call the attendance line (860-642-5763) or the health office (860-642-5765).
2. Send a note when your child returns to school explaining the reason for absence.
3. Illness lasting more than three days requires a physician's note for the child to return to school.
4. Illness guidelines: Students should not return to school until:
 - Common Cold: Temperature is normal and excessive symptoms of cough/sneezing have subsided.
 - Fever: Normal temperature for 24 hours without fever-reducing medication.
 - Strep Throat: Free of fever and symptoms for one day and at least 24 after the first dose of antibiotic.
 - Vomiting: No vomiting for 24 hours
 - Diarrhea: No diarrhea for 24 hours.
 - Conjunctivitis (Pink Eye): When discharge and inflammation have cleared, or with written doctor's approval. Bacterial conjunctivitis requires at least one dose of antibiotic. The student may return the next day.
 - Injuries Outside of School:
 - Minor – Recommend a note from home.
 - Major – (Stitches, cast, crutches, etc.) Require a written physician's note stating diagnosis, length of restrictions for gym and recess, and if applicable, permission to use assistive devices in school (crutches, wheelchair, elevator, etc.)



Covid Health Information:

Home Screening: Checking for symptoms each morning by parents and caregivers is critical and will serve as the primary screening method for COVID-19 symptoms. Parents should check temperature and review symptoms each morning before sending their student to school. A list of COVID-19 symptoms will be provided. This form will also be made available in Spanish.

Sick Day Guidelines: Symptoms Requiring Absence and /or Immediate* Pickup from School:

- ***Primary Symptoms:*** Fever (at or above 100.0 F), feeling feverish, chills, uncontrolled new cough, shortness of breath, difficulty breathing, new loss of taste or smell.
- ***Secondary Symptoms:*** Muscle pain, sore throat, fatigue, nausea/vomiting, diarrhea, congestion.

Stay Home if Exposed or Tested Positive or awaiting results for COVID-19, or had recent travel from a high risk area (see CT.gov - state guidelines).

Other conditions requiring absence:

- The first 24 hours of antibiotic treatment (strep throat, pink eye, etc.)

- Undiagnosed, new, and/or untreated rash or skin condition.

* Immediate Pickup - is a reasonable amount of time (45 minutes) and if there is a delay, must delegate for a safe pickup from school.

Return to School After Being Out of School with High Risk Symptoms

A student can return to school when a family member can ensure that they can answer YES to ALL 3 questions:

1. Has it been at least 10 days since the child first had symptoms?
2. Has it been at least 24 hours since the child had a fever (without using fever reducing medication)?
3. Has it been at least 24 hours since the child's symptoms have improved, including cough and shortness of breath?

Refer to CDC guidelines:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

- Families will be asked to communicate with the student's school nurse and provide physician notes if applicable.
- Parents will be sent a letter to help them recognize warning signs about when to consult a higher level of care.
- Maintain communication with family and monitor symptoms while the student is home for safe return to school.

Per the CDC and CT DPH these guidelines have been recommended for discontinuing home isolation:

Symptom Based Strategy:

At least 24 hours fever-free without the use of fever-reducing medications **and** improvement in respiratory symptoms (cough, shortness of breath); **and** 10 days have passed since symptoms **first** appeared.

Time Based Strategy:

For those who remain Asymptomatic but tested Positive for COVID-19, at least 10 days have passed since the date of the positive test and they have remained asymptomatic.

*If symptoms develop, they should follow the Symptom Based Strategy or Test Based Strategy

Test Based Strategy:

Per CDC: 2 negative COVID-19 tests, at least 24 hours apart.

- Provide Documentation from student's physician for return to school.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

Health Office Procedures

- The Nurse's office is only for sick visits. Teachers will be encouraged to keep simple situations in the classroom: tired students, small cuts, minor headaches, soiled clothes, etc. Teachers will be asked to call ahead to make an appointment before sending a student to the Nurse's office.
- Must wash hands or use hand sanitizer when entering the office.
- Face covering must be worn to/from the office.
- No visitors unless medically necessary or prearranged (daily medications, BR usage, etc)

- If the school nurse deems the student is in distress, based on the physical exam, the nurse will immediately call 911. Symptoms prompting a 911 include, but are not limited to:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face

Communicable Disease Monitoring

1. Collaborate with the secretary to record symptoms when students are out sick.
 - The attendance line secretary will ask for symptoms of an absent student.
 - The school nurse will record COVID-19 symptoms in a spreadsheet for both students and staff. This will help determine when they may safely return to school.
 - If a large percentage (10%) of the student population or a grade is out sick for similar symptoms, it will be reported to the administration to consider notification of the local health department. This also applies to staff illness/absences.
2. Nurses will monitor local, national and global trends.
3. Nurses will continue to follow up-to-date communications from the CDC, CT DPH and Governor's Office regarding communicable disease concerns, planning and interventions.

Daily Symptom Checklist

Lebanon Public Schools Students and Staff

Anyone showing symptoms of COVID-19 or who may have been exposed to COVID-19 should not be at school.

Does the person (student or staff member) have any of these symptoms?

Primary Covid-19 Symptoms:

- Fever of 100.0 or above
- Feeling feverish
- Chills
- Uncontrolled New Cough
- Shortness of Breath
- Difficulty Breathing
- New Loss of Taste and Smell

Secondary Covid-19 Symptoms:

- Muscle Pain
- Sore Throat
- Fatigue
- Nausea/Vomiting
- Diarrhea
- Congestion/Runny Nose

Returning to School

A person can return to school when a family member can ensure that they can answer YES to ALL 3 questions:

- Has it been at least 10 days since the start of the first symptom?
- Has it been at least 24 hours since the person had a fever (without using fever reducing medicine)?
- Has it been at least 24 hours since the symptoms have improved, including cough and shortness or breath?

If a person is fully vaccinated, they do NOT need to quarantine after contact with someone who has COVID-19 unless they have [symptoms](#). However, fully vaccinated people should get tested 3-5 days after their exposure, even if they don't have symptoms, and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

If a person has had two negative COVID-19 tests at least 24 hours apart, and no symptoms they can return to school.

If a person has been diagnosed with COVID-19 but does not have symptoms, they should remain out of school until 10 days have passed since the date of their first positive COVID-19 test, assuming they have not subsequently developed symptoms since their positive test.

If a person has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 7 days since the last known contact, unless they test positive. In which case, criteria above would apply. They must complete the full 7 days of quarantine even if they test negative.

A person can return to school following normal school policies, if they receive confirmation of an alternative diagnoses from a health care provider that would explain the COVID-19 -like symptom(s), once there is no fever without the use of fever-reducing medication and they have felt well for 24 hours. Please provide the doctor's note on return to school.

Parent and School Communication

Teachers and the school office will share weekly correspondence through various ways such as newsletters, emails, websites, and other technological apps. Our LES website and facebook page share the most up to date events and announcements. In addition, there is a take home folder that will go home with your child. Please be sure to review your folder materials because it could have information from the PTA, community, and/or other school related activities to further bridge the connection between school and the home.

Parent Teacher Association

This is an organization of parents and teachers whose primary function is to support the school. They assist in assigning room parents and organizing activities for the school that are cultural, educational and social. The P.T.A. will meet the first Tuesday of every month at 6:00 PM virtually until further notice. They can be reached at lebanonelementary@gmail.com.

Lebanon Public School District: Integrated Pest Management

The Lebanon Board of Education is required by Public Act 99-165 to issue a statement of policy regarding the application of pesticides at schools and grounds. This statement of policy shall be made to all staff and to all parents or guardians enrolled in schools under the control of the Lebanon Board of Education. This statement will be made annually at the beginning to the school year.



An Integrated Pest Management is in place for the Lebanon School District. This plan requires that alternative methods be employed prior to using pesticide. Whenever it is deemed necessary to apply a pesticide, it will be done so during a period when school is not in session and there are no planned activities on school grounds. All individuals applying pesticides will hold the proper State of Connecticut certificates. Children will not be allowed to enter an area where such application has been made until it is safe to do so according to the provisions on the pesticide label.

Public Act 99-165 also allows for the notification of staff and parents and guardians of students prior to application of pesticide. Any individuals who wish to be notified may register at the school office to receive notice. Notice will be mailed so as to be received 4 hours prior to pesticide application.

Questions regarding the Lebanon Board of Education policy for pesticide applications may be sent to the Supervisor of Buildings and Grounds at:

Lebanon Public Schools

891 Exeter Road

Lebanon, CT 06249

Or by phone to: 860-642-7795

Affirmative Action and Students' Rights

The Lebanon Board of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Lebanon Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

It is the policy of the Lebanon Board of Education that any form of sexual discrimination or sexual harassment is prohibited, whether by students, Board Employees or third parties subject to the control of the Board. (Reference BOE Policy 5145.5)

The Lebanon Public Schools pledges itself to avoid discriminatory action and instead seeks to foster good human and education relations which help to attain: *Equal rights and opportunities for students and employees in the school community, equal opportunity for all students to participate in the total program of the school, continual student and development of curricula toward improving human relations and understanding and appreciating cultural differences.*

Anyone who believes that an educational institution that receives federal financial assistance has discriminated against someone on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws, or who believes that a public elementary or secondary school, or state or local education agency has violated the Boy Scouts of America Equal Access Act, may file a complaint with:

U.S. Dept. of Education
Office for Civil Rights
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

Compliance Officers

The Lebanon Board of Education agrees to comply with the above statutes and the regulations promulgated pursuant thereto. The Board will designate appropriate compliance officers. The Board shall, at least annually, notify all students, parents, and employees of the name, address and phone number of the compliance officers and the procedures for processing grievances:

Title 6 & Title 9/ Cheryl Biekert
Superintendent's Office
891 Exeter Road
Lebanon, CT 06249
860-642-5764

Section 504 /Cheryl Bierkert
Superintendent's Office
891 Exeter Road
Lebanon, CT 06249
860-642-5764

Grievance Procedure

If a student experiences some difficulty or feels he/she has been treated unfairly, he/she should try to solve the problem with the person(s) involved. Counselors and advocates are available to assist students in resolving conflicts. If, after discussing the problem, it has not been resolved, the student should bring the matter to the attention of administration. Submissions of the written statements of the complaint are part of the formal grievance procedure.

Should a student feel that a policy or practice should be improved, it is that student's responsibility to go through appropriate channels to seek change. Student government is an excellent vehicle for handling such concerns. Students must remember that meaningful change takes considerable effort and care in order to ensure that whatever change takes place will benefit all.

STUDENT RECORDS - PARENT INFORMATION

Contents of Student Records

The Lebanon schools collect and maintain educational records and student data on all students in order to comply with state regulations, facilitate the educational program and provide for parent communication. These records include identifying data (e.g. age, address), academic grades, attendance records, test results, student activities, and student's future plan.

Additionally, reports of a sensitive nature, such as psychologist or psychiatric reports, court documents, and social histories, may be included as part of the pupil's record, but are maintained in separate confidential folders at the schools.

Notification of Rights

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

1. The right to inspect and review the student's education records within 10 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Lebanon District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

5. The Office for Civil Rights of the U.S. Department of Education located in Boston and serving New England has moved to a new building. Our new address is:

U.S. Department of Education
Office for Civil Rights, 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

Retention of Special Education Records

State law requires that special education records be retained for six years after they become inactive. However, if your son or daughter is no longer receiving services and/or these records are no longer needed, you may request their destruction before the end of the sixth year, or these records will be destroyed at that time.