



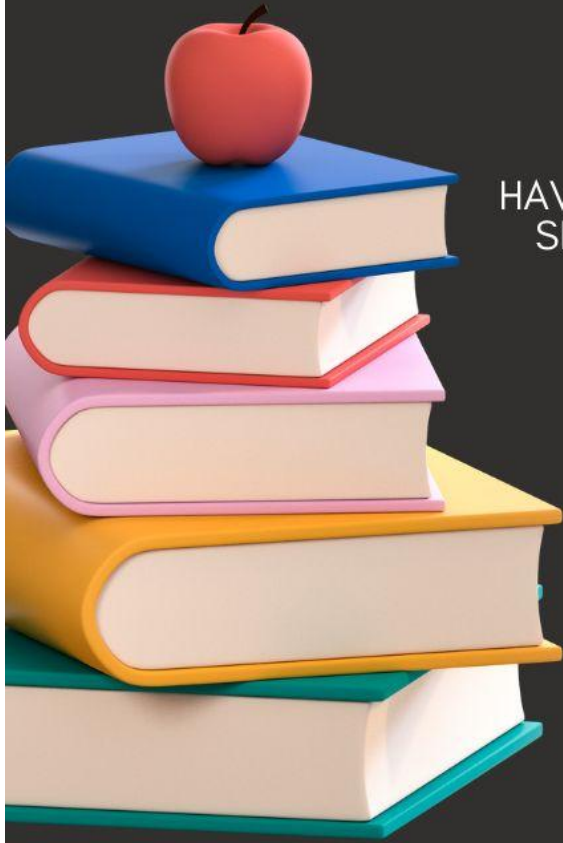
2023-2024



LEBANON ELEMENTARY
PARENT AND STUDENT HANDBOOK

479 EXETER RD
LEBANON, CT 06249





HAVE RESPONSIBILITY, USE HONESTY,
SHOW RESPECT TO ALL AND KEEP
SAFE IN EVERY SETTING.

Welcome to Lebanon Elementary School!

On behalf of the Lebanon Elementary School faculty and staff, I welcome you to the 2023-2024 school year. The information in this book is compiled to help you and your child share a productive and successful school experience. 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. 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



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.

2023-2024 Lebanon Board of Education Goals

Lebanon Public Schools takes pride in maintaining high standards for all.

- Lebanon Public Schools will tenaciously pursue continuous improvement while providing the highest quality education and promoting readiness for all avenues after graduation.
- Lebanon Public Schools will promote a sense of belonging in a welcoming, positive school climate.
- Lebanon Public Schools will cultivate innovation.
- Lebanon Public Schools will create a respectful environment where proud, effective, accountable leaders* can strive for excellence and equity for all.
- Lebanon Public Schools will prepare a fiscally responsible budget while balancing its objectives with the needs of our community.

**leaders-administrators, teachers, students*

Diversity, Equity, and Inclusion Statement of the Lebanon Public Schools:

The Lebanon Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. It is the policy of the District to promote nondiscrimination and an environment free of harassment and the District does not discriminate on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, veteran status or any other category protected under state or federal law in the admission or access to, or treatment or employment in, its program or activities.

The District also provides equal access to the Boy Scouts and other designated youth groups and is specifically required by Title IX not to discriminate on the basis of sex in its programs and activities. The District shall make reasonable accommodations for individuals with identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

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LEBANON PUBLIC SCHOOLS 2023 / 2024 CALENDAR

AUGUST 2023 - 4 days				
M	T	W	TH	F
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2023 - 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

OCTOBER 2023 - 20 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			

NOVEMBER 2023 - 18 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	

DECEMBER 2023 - 16 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

JANUARY 2024 - 21 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	31		

Important Calendar Dates

August 22 - New Staff
August 23 - Convocation
August 24, 25 - Professional Development
August 28 - School begins for all students
September 1 - Schools Closed
September 4 - Labor Day, District Closed
October 6 - Professional Development
October 9 - Indigenous Peoples' and Columbus Day, Dist. Closed
November 6 - Early Dismissal All Students
 LES, LMS, LMHS Parent Teacher Conferences
November 7 - No School All Students
 LES, LMS, LMHS Parent Teacher Conferences
November 10 - Veterans Day, District Closed
November 22 - Early Dismissal All Students
November 23, 24 - Thanksgiving, District Closed
December 22 - Early Dismissal All Students
December 25 - January 1 Schools Closed
January 15 - Martin Luther King Day, District Closed
January 16-19 - Early Dismissal LMS & LMHS (Exams)
February 16 - Early Dismissal All Students, Afternoon P.D.
February 19 - Presidents' Day, District Closed
February 20 - Schools Closed
March 1 - Professional Development
March 14, 15 - Early Dismissal All Students
 LES, LMS, LMHS Parent Teacher Conferences
 March 15 - No PM PreK
March 29 - Good Friday, District Closed
April 8-12 - Schools Closed, April Break
May 24 - Early Dismissal All Students, Afternoon P.D.
May 27 - Memorial Day, District Closed
June 4, 5, 6, 7 - Early Dismissal LMHS (Exams)
June 6, 7 - Early Dismissal All Students
June 7 - Last day for students

- Indicates Holiday/District Closed
- Indicates No School
- Indicates Prof. Dev. / Conferences
No School for Students
- Indicates Early Dismissal: All Students
- Indicates Early Dismissal: LMS & LMHS Only
- Indicates Early Dismissal: LMHS Only

Quarters End - HS

November 3, 2023
 January 12, 2024
 March 22, 2024
 June 7, 2024

Quarters End - MS

November 3, 2023
 January 12, 2024
 March 22, 2024
 June 7, 2024

FEBRUARY 2024 - 19 days				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH 2024 - 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

APRIL 2024 - 17 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			

MAY 2024 - 22 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

JUNE 2024 - 5 days				
M	T	W	TH	F
3	4	5	6	7

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 12th.

180 Student Days
 186 Teacher Days

Trimesters End - ES

December 1, 2023
 March 15, 2024
 June 7, 2024

Approved: 11/18/2022

2023-2024 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 at 3:10 p.m.
AM Preschool	Session starts – 8:35 a.m.; Session ends at 11:20 a.m.
PM Preschool	Session starts – 12:20 p.m.; Session ends at 3:10 p.m.
2 HOUR DELAYED OPENING	
Grades K-4	School starts – 10:35 a.m.; School ends at 3:10 p.m. (Lunch served)
AM Preschool	CANCELED
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 1:10 p.m. (Lunch served)
AM Preschool	Session starts at 8:35; ends at 10:45
PM Preschool	CANCELED
PLANNED EARLY CLOSING DAYS	
November 6, 22 December 22, February 16, March 14 and 15, May 24, June 6 & 7	
Grades K-4	School starts 8:35 a.m.; School ends 1:10 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 1:10 p.m. Note: Students will be picked up approximately 90 minutes earlier. Please bring lunch.
UNPLANNED EARLY CLOSING DAY (DUE TO THINGS SUCH AS INCLEMENT WEATHER)	
Grades K-4	School starts – 8:35 a.m.; School ends 1:10 p.m.
AM Preschool	Session starts 8:35 a.m.; Session ends 10:45 a.m.
PM Preschool	CANCELED

Early Closing or Late Opening: In the event of severe weather school will be either canceled 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 Thrillshare 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.

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!

Principal



Speech/Language

Caitlin Jenkins
Therese O'Neill



Occupational /Physical Therapists

Jean Glode (COTA)
Addison Koehler (OT)
Mary Kilcomons (P/T) M, T, Th

BCBA(Behavior Certified Board Analyst)

Nicole Giwa

Instructional Assistants



Danielle Brown
Lori Hermann
Lyn Johnson
Karen Konow - preschool
Julie Lake - preschool
Carol Learned
Lisa Kinstler
Rebecca Smith
Lisa Viele
Amanda West
Jessica Matkovich
Becky Avens
Nick Jamrock
Kristin Raymond
Shiloh Ferwerda
Samantha Collins
Monica James

Information Technology (IT)

Austin Dion

Custodians

Keith LaPorte
Mike Pestey
Deb Hutter
Ivy Coleman

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
Dawn DeLia
Rita Quiles-Glover
Valerie Belles
Jacques Dulac
Chelsea Williams
Kimberly Calande
Martha Starkey-Castro



Maintenance Supervisor
Maintenance

Kevin French
John Jarvis

The Lebanon Board of Education Members and
2023 Scheduled Board Meetings

LEBANON BOARD OF EDUCATION

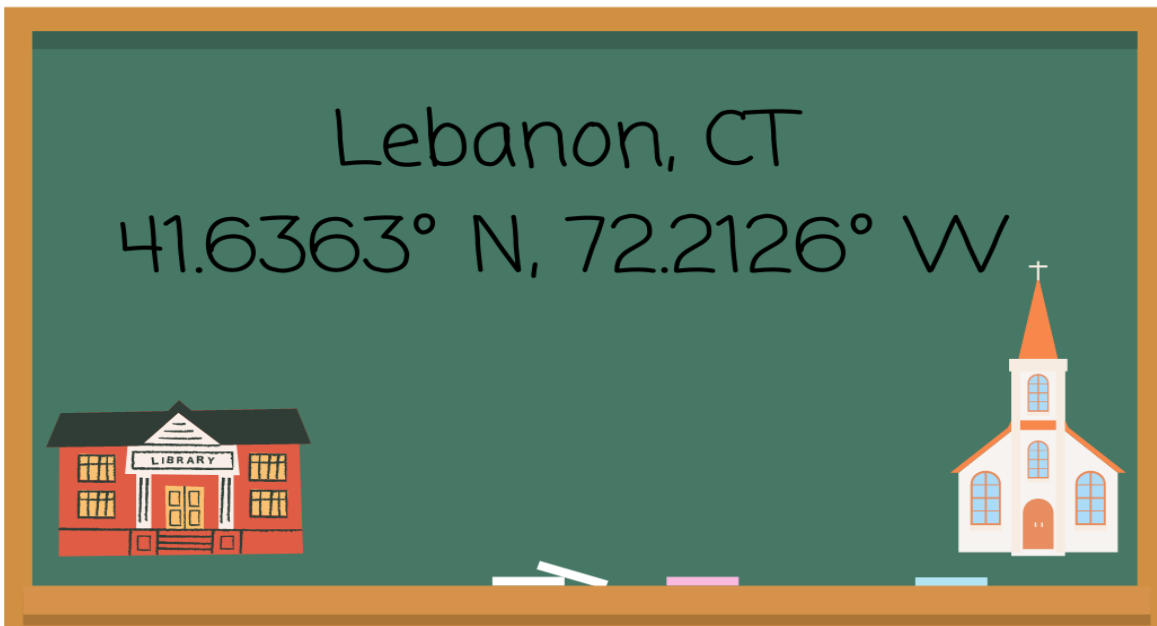
Alexis Margerelli-Hussey
Dawn Witcher
John Konow

Maureen McCall
Nicole McGillicuddy
Brian Green

Sarah Haynes
Bruce Calef
Danelle Person

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

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 8:35 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. 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 8:20-8:35. 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. **You must walk your child into the building if dropping off tardy.**

Drop Off Pre-K:

Parent drop-off/pick-up: This will take place at the main entrance in the front of the school. Please park in the staff/parent parking lot and come down to the main door. A staff member will open the door at 8:20 for the AM session and 12:20 for PM session. Please wait under the awning with your child. 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, where they will walk up to their classroom independently.
- If your Pre-K student is in the PM session and a sibling is in another grade, both students will be dismissed through the side Library entrance.

Parent Pick Up:

We will be utilizing the **PikMyKid** app again, please see the office for more information. 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 will 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.

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. Children need healthy meals to learn. *With the new STABLE funds, breakfast will be free for everyone and lunch will be free for those who qualify for free or reduced meals.*

Lebanon Public Schools offers healthy meals every school day. The anticipated lunch costs are **\$3.25 at LES; \$3.60 at LMS; \$3.80 at LMHS. Your children may qualify for either free meals or reduced-price meals.** The reduced price is **\$0.30** for breakfast and **\$0.40** for lunch.

Note: Children receiving Supplemental Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA) or Medicaid (HUSKY A) benefits *may* be directly certified and automatically eligible for free meals without applying for benefits. (Some children who receive Medicaid (HUSKY A) benefits **may** also be directly certified and automatically eligible for *reduced-price* meals.) Questions regarding SNAP/TFA/Medicaid and direct certification should be sent to the determining official, **Chelsea Williams**; chelsea.williams@lebanonct.org; **860-642-5637**.

If you have received a Notice of Direct Certification for free or reduced-price meals, **do not** complete the application unless instructed to do so by the district. Let the school know if any children in your household are **not** listed on the **Notice of Direct Certification** letter you received, since free or reduced meal benefits are extended to all children in a household when directly certified.

Recess:

All students enjoy a daily twenty minute recess throughout the school year. According to state law, recess cannot be restricted as a form of discipline. Our school nurse, using the Child Care Weather Watch data, helps determine if recess needs to be held indoors due to weather. Depending on age, students can use the two playgrounds on our campus and fields for sports and games. Preschool students use developmentally appropriate playground equipment in the preschool courtyard.

Husky expectations are reviewed for recess time and students are expected to be safe, responsible, respectful, and honest while playing with peers and using the playground equipment. At the beginning of the school year, the playground safety manual is reviewed with staff. Staff members take walkie talkies out for recess time along with essential medications such as epi pens. To ensure safety daily, staff members circulate and provide supervision throughout the playgrounds and fields. At the end of recess, attendance is taken and a staff member checks the play areas before re-entering the school building.

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 main lobby by the bench. 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. As of now we are not permitting parents to the classrooms during school hours. 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

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.** 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 or review the district's page on the website:

<https://www.lebanonct.org/page/curriculum-and-instruction>

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 composed 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.

New Entry Age for Kindergarten for starting 2024-2025 school year

Beginning in the **2024-2025 school year**, children need to turn 5 years old on or before September 1 in order to be automatically eligible for kindergarten. *This will be a change from the current kindergarten cutoff date of January 1.* For the 2024-25 school year and all following years children must turn 5 on or before September 1 to enter kindergarten for any given school year.

Are there any exceptions to this change?

Yes. If your child does not meet the new entry cutoff date, they may still be admitted into kindergarten upon (1) a written request from the parent or guardian, and (2) an assessment completed by the school that determines admitting the child to kindergarten would be developmentally appropriate.

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 may 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 in person.*

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 - a medical professional/parent/guardian note will be required past 9 days; 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

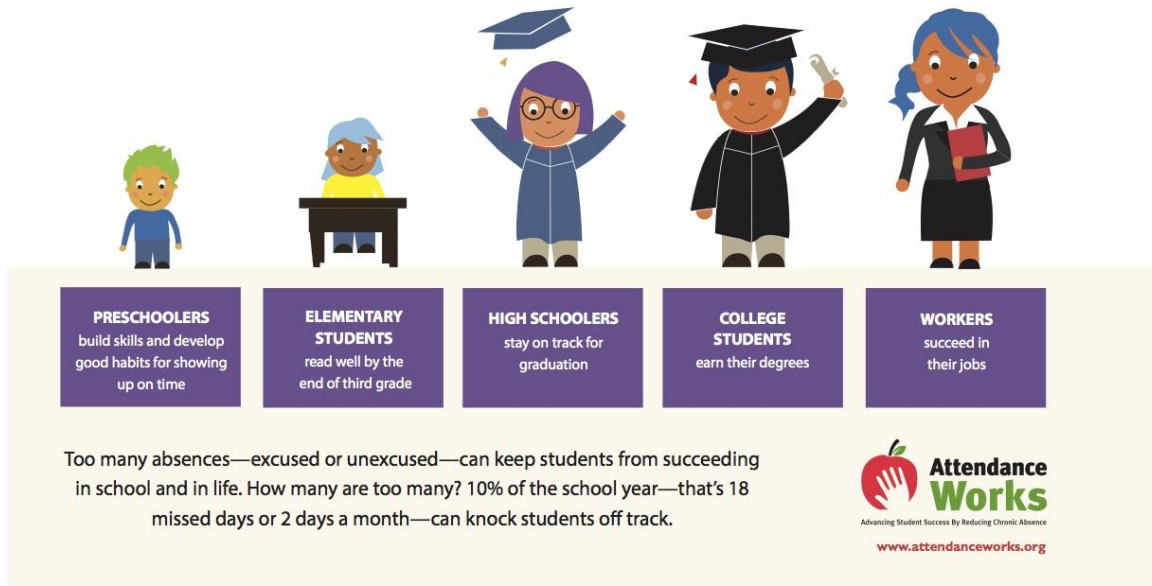
Parents are requested to use the “Reason for Absence Note” form/electronic form to record and submit their child’s absences in conjunction with a daily telephone call. Whenever a student is absent from school, no matter what the reason or circumstance, a note of explanation from the parent must accompany 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.

ATTEND TODAY, ACHIEVE TOMORROW


GOOD SCHOOL ATTENDANCE MEANS...



The infographic illustrates the path of good school attendance. At the top, five cartoon characters represent different stages: a preschooler, an elementary student at a desk, a high schooler with a graduation cap, a college student with a cap and diploma, and a worker. Below each character is a purple box with text. The text for each stage is as follows:

PRECHOOLERS	ELEMENTARY STUDENTS	HIGH SCHOOLERS	COLLEGE STUDENTS	WORKERS
build skills and develop good habits for showing up on time	read well by the end of third grade	stay on track for graduation	earn their degrees	succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.


Advancing Student Success By Reducing Chronic Absence
www.attendanceworks.org

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.

Student Behavior and Responsibilities

Student learning involves both *academic* and *social emotional 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.



LES: Positive Behavioral Interventions and Supports

	Hallways	Bathroom	Lunch/Snack	Playground	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	-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	-report actions accurately		
I am... Safe	-walk on the right side of the hallway	-wash and dry my hands	-move through the lunch line safely and orderly	-follow playground rules	-always walk
I will...	-keep my hands, feet and objects to myself	-flush the toilet	-walk safely to my table	-tell an adult about safety issues	
	-always walk	-leave the light on for others	-touch only my food; I will not share food		
			-stay in my seat until given permission to get up		

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 (MTSS) with Tier 1, 2 and 3 supports available to students. All students in prek-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, 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 # 5014) Definition of Bullying: Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:

- 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. To complete a report, please use this link:

[Report of Suspected Bullying or Teen Dating Violence](#)

Dress Code

In an effort to address the Board of Education’s concerns regarding appropriate school attire and dress code (policy 5002). 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/snow pants, ski gloves, coat, and snow boots. All other students will only be allowed to play on the blacktop. 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.

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, 2024. 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: Rachel Brown

School Social Worker: Matthew Borkowski

MTSS

The Multi-Tiered Systems of Support Team (MTSS) provides specific strategies and interventions to meet the needs of individual students. If a student is not making the expected progress in the general Tier 1 curriculum, the student may require additional support through Tier 2 intervention. If a student does not make progress with the additional Tier 2 interventions, he/she will be referred to the MTSS Team to determine if more intense Tier 3 interventions are necessary. The team also evaluates the progress of the interventions and will recommend a student to the Student Support Team if progress is not being made after intense tier 3 support. Families will receive written notification about entrance in, exit from, and progress in Tier 3 support.

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, an instructional coach, reading and/or math interventionists, 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 and parents 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. To request a PPT/IEP meeting, please contact the Special Education Office at 860.642.5636.

504 Team

This team is responsible for identifying and creating an accommodation plan for students with health or mental health needs. To request a 504 meeting, please contact the Lebanon Elementary School main office at 860.642.7593.

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 multimedia 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.

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.

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 up-to-date 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. Although it is not required for students in other grades besides preschool and kindergarten to have an up-to-date physical examination every year, it is still strongly encouraged and any documentation of a physical examination should be submitted to the school nurse.

2. Immunizations

All students are required to show proof of up-to-date immunizations required by the State of Connecticut. Any student that does not have these immunizations will not be allowed to attend school. If there is a medical exemption for an immunization that a student is required to receive to be in school, a medical exemption form must be completed by the student's doctor describing the reason for the exemption (why the student cannot receive the vaccine, the previous reaction to the vaccine and/or similar vaccines, etc) and it must be submitted to the school nurse. If a student is following an immunization catch up schedule, a doctor's note must be submitted to the school nurse stating the date of the next immunization administration appointment and updated documentation must be submitted to the school nurse when the vaccine is received.

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 (including what the reaction to the allergen is and/or if an Epi Pen has been prescribed for the student), food allergies/sensitivities, medication allergies, environmental allergies (hay, animal fur, etc), previous hospitalizations and surgeries, medications the student will be taking at home and/or school, 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 school nurse. 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 school district 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 or 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, elevator use, 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 or guardian 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 school nurse 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 school nurse 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. Students are not allowed to bring medication to or from school and students cannot self-administer medication in school. If there is any medication in a student's backpack, it will be securely locked in the health office until a parent or guardian is able to pick it up. School administration of medication applies only to such medication prescribed for a particular individual pupil by a physician or dentist. This includes aspirin, ibuprofen, Benadryl, or aspirin substitutes containing acetaminophen. (PA 90-85; Lebanon Board of Education Policy JGCC). ***"The nurse cannot dispense medication, including aspirin, to pupils without written permission from the doctor through a signed and dated medication authorization form along with the parent's written permission."*** A new medication authorization form must be submitted each school year for a student's prescription (inhaler, EpiPen, etc) and/or nonprescription (Tylenol, Benadryl, etc) medications. All medication must be picked up by a parent or guardian at the end of the school year. If it is not picked up by a parent or guardian by the end of the school year, the medication will be properly . 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 being required. A medication authorization form needs to be completed by a student's doctor in order for the school nurse to assist in applying the sunscreen on the student. Otherwise, with a written authorization note from the student's parent or guardian, a student would need to apply the sunscreen themselves in the health office. 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. Notices are sent home with students before the vision screening is completed and parents or guardians can choose whether or not they would like their child to have his/her vision screened at school.

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 hours 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, hospitalization, surgery, etc.) Require a written physician's note stating diagnosis, length of restrictions for gym and recess, when the student is allowed to return to school, 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.

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, Tested Positive, or awaiting results for COVID-19. Contact the school nurse to discuss isolation and mask wearing time periods.

Other conditions requiring absence:

- The first 24 hours of antibiotic treatment (strep throat, etc.).
- Undiagnosed, new, and/or untreated rash or skin condition.

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

Health Office Procedures

- The health 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 health office.
- Must wash hands or use hand sanitizer when entering 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 call include, but are not limited to:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Seizure (with no known history of seizures)

- 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 reported COVID-19 positive cases and close contacts 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.

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 6:30 PM in the LES library. 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 of 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

Nondiscrimination Statement of the Lebanon Public Schools: The Lebanon Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. It is the policy of the District to promote nondiscrimination and an environment free of harassment and the District does not discriminate on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, gender identity or expression, veteran status or any other category protected under state or federal law in the admission or access to, or treatment or employment in, its program or activities. The District also provides equal access to the Boy Scouts and other designated youth groups and is specifically required by Title IX not to discriminate on the basis of sex in its programs and activities. The District shall make reasonable accommodations for individuals with identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

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/ Dawn Delia
Superintendent's Office
891 Exeter Road
Lebanon, CT 06249
860-642-5764

Section 504 /Dawn Delia
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 the 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.