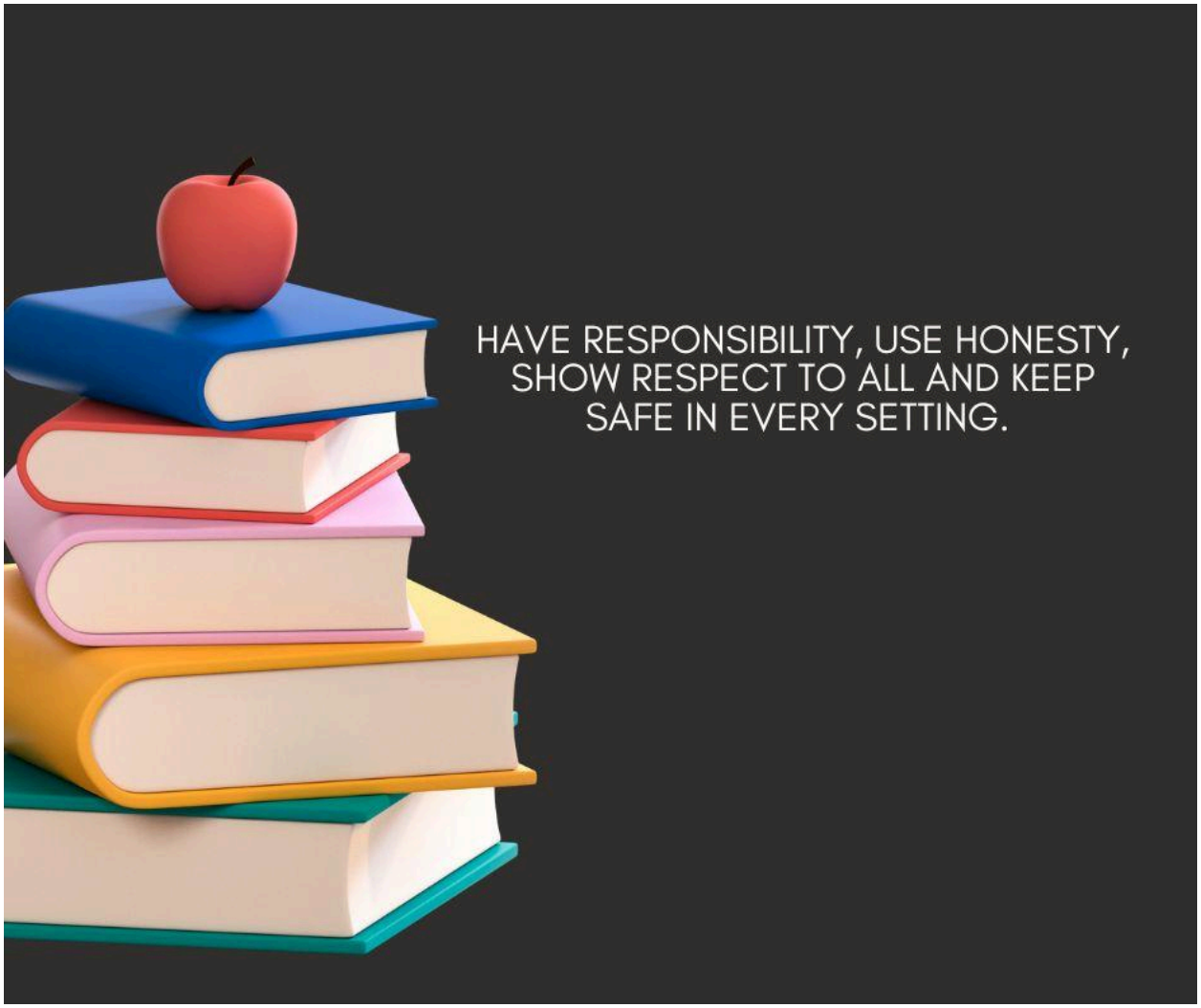
2026-2027

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.

Dear Families,

Welcome to a new and exciting school year at Lebanon Elementary School! We are honored to partner with you in supporting your child's growth and success. Our school is committed to creating a nurturing, inclusive, and engaging learning environment where every child feels safe, valued, and inspired to reach their full potential.

At Lebanon Elementary School, we hold **high expectations for all learners** and believe that every student can thrive when given the right supports and opportunities. Our goals for this school year are focused on:

- Empowering students through student-centered and inquiry-based learning,
- Fostering a strong school climate with positive relationships, and
- Using data to provide responsive academic, social, and emotional support through a Multi-Tiered System of Supports (MTSS).

We implement Positive Behavioral Interventions and Supports (PBIS) school-wide to promote a consistent, proactive approach to behavior and to build a positive, respectful, and inclusive school culture. Through clear expectations, consistent routines, and recognition of positive behavior, we aim to create an environment where all students feel connected and ready to learn.

This handbook is a resource to help guide our partnership throughout the year. It outlines important policies, procedures, and shared values that help us work together to ensure the success of every child.

We are excited to begin this journey with you and look forward to a year filled with learning, growth, and community.

Best,

Jessica Scorso



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.

2026-2027 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:

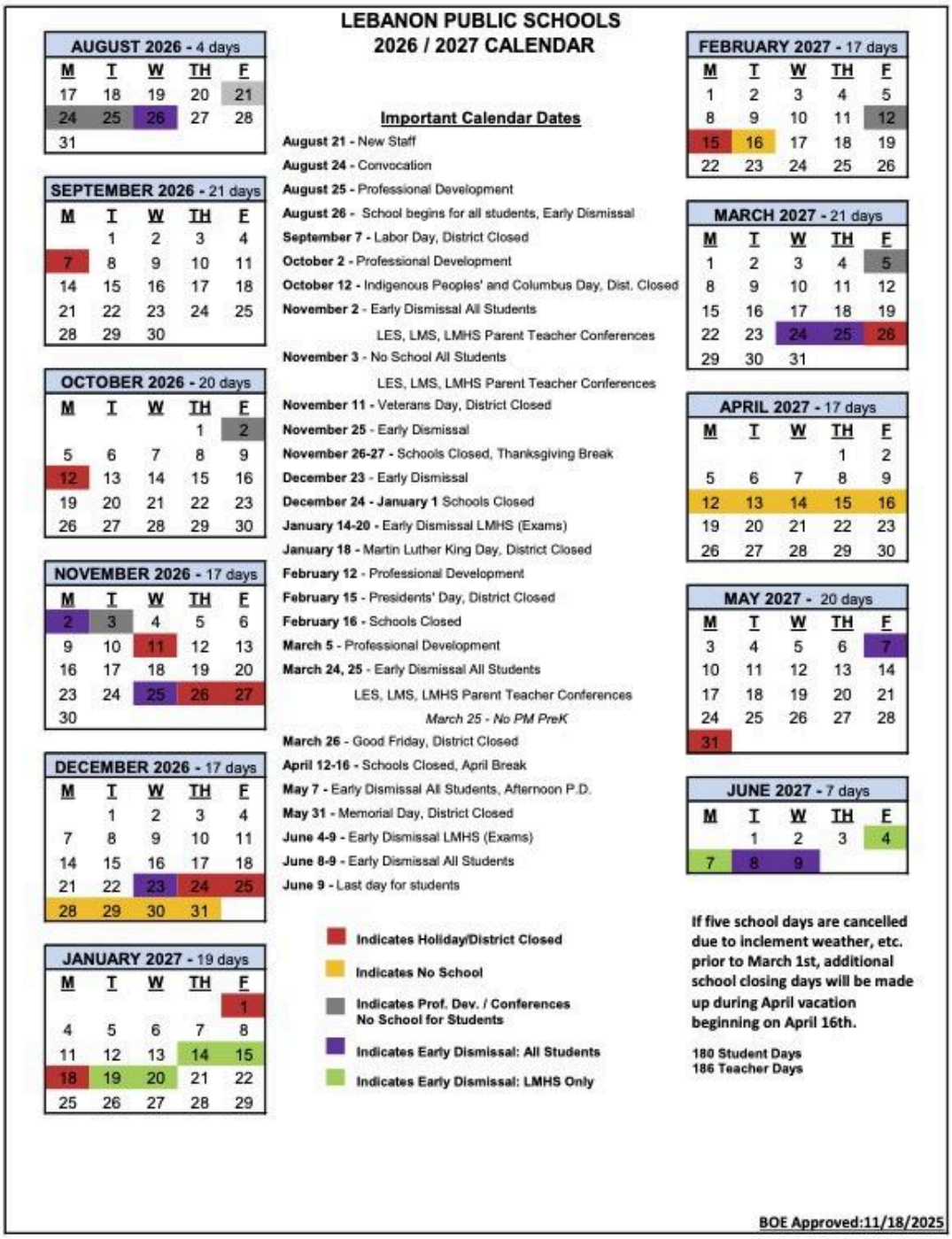
The Lebanon Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. It is the policy of the District to promote nondiscrimination and an environment free of harassment and the 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
2026 / 2027 CALENDAR

AUGUST 2026 - 4 days

M	T	W	TH	F
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026 - 21 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		

OCTOBER 2026 - 20 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	30

NOVEMBER 2026 - 17 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				

DECEMBER 2026 - 17 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	

JANUARY 2027 - 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

Important Calendar Dates

August 21 - New Staff
August 24 - Convocation
August 25 - Professional Development
August 26 - School begins for all students, Early Dismissal
September 7 - Labor Day, District Closed
October 2 - Professional Development
October 12 - Indigenous Peoples' and Columbus Day, Dist. Closed
November 2 - Early Dismissal All Students
LES, LMS, LMHS Parent Teacher Conferences
November 3 - No School All Students
LES, LMS, LMHS Parent Teacher Conferences
November 11 - Veterans Day, District Closed
November 25 - Early Dismissal
November 26-27 - Schools Closed, Thanksgiving Break
December 23 - Early Dismissal
December 24 - January 1 Schools Closed
January 14-20 - Early Dismissal LMHS (Exams)
January 18 - Martin Luther King Day, District Closed
February 12 - Professional Development
February 15 - Presidents' Day, District Closed
February 16 - Schools Closed
March 5 - Professional Development
March 24, 25 - Early Dismissal All Students
LES, LMS, LMHS Parent Teacher Conferences
March 25 - No PM PreK
March 26 - Good Friday, District Closed
April 12-16 - Schools Closed, April Break
May 7 - Early Dismissal All Students, Afternoon P.D.
May 31 - Memorial Day, District Closed
June 4-9 - Early Dismissal LMHS (Exams)
June 8-9 - Early Dismissal All Students
June 9 - 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: LMHS Only

FEBRUARY 2027 - 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

MARCH 2027 - 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		

APRIL 2027 - 17 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	30

MAY 2027 - 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				

JUNE 2027 - 7 days

M	T	W	TH	F
	1	2	3	4
7	8	9		

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 16th.

180 Student Days
186 Teacher Days

BOE Approved:11/18/2025

2026-2027 REGULAR FULL DAY and DELAYED OPENINGS/EARLY CLOSING DAYS/EMERGENCY EARLY CLOSING	
FULL DAY	
Grades SD Prek and 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 SD Prek and 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 SD PreK and K-4	School starts – 8:35 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 **August 26 (No School for PreK), November 2 and 25, December 23, March 24 and 25, May 7, June 8 & 9**	
Grades SD Prek, 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 SD Prek, 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!

2026-2027 LEBANON ELEMENTARY SCHOOL STAFF

Principal	Jessica Scorso
School Psychologist	Rachel Brown
School Psychology Practicum Student	Ashley McCauley
Social Worker	Matt Borkowski
Nurse	Kelsey Konow
Administrative Assistant	Ashley Ost
Attendance Secretary	Bev Canfield
Preschool	Gretchen Brochu Jessica Allaire Maegan Meakem
Kindergarten	Rebecca Barto Halle Torockio Lisa Gamache
Grade One	Heather Lyon Christine Johnson Caroline Thompson
Grade Two	Jennifer Ladegard Carolyn Provost Krista Gleen
Grade Three	Katrina Konow Jason Ladegard Jenn Loura Jen Jackson
Grade Four	Debbie Ieni Jan Gervais Erin Pistel
Math Interventionist	Katie Ruffo
Academic Tutor	Julie Grottle
Instructional Coach	Stephanie DeLucia
Literacy Specialist	Kamila Nowak
Academic Tutor	Dawn Gonsalves-Joyner
Art	Eve Roy
Library	Courtney Ber
Music	Erin Shuman
Technology	Jen Olsen
Physical Education	Jess Castillo
Special Education	Amy Bergeron Bethany Boada







	Danielle Autencio Leah Marouski Samantha Collins Hayley Collins
Speech/Language	Lauren Imbriaco Caitlin Jenkins
Occupational /Physical Therapists	Jean Glode (COTA) Addison Koehler (O/T) Mary Kilcomons (P/T) M, T, Th
BCBA(Behavior Certified Board Analyst)	Nicole Giwa Tiffany Salvatore
Paraeducators	Danielle Brown Lori Hermann Lyn Johnson Karen Konow - preschool Julie Lake - preschool Carol Learned Marie Garrison Rebecca Smith Lisa Viele Amanda West Shiloh Ferwerda Kristin Raymond-preschool Lisa Kinstler Becky Avens Kelsey Venditto Debra Stevenson Kristin Rector Victoria Peterson
Information Technology (IT)	Nicholas Kercado
Custodians	Greg McKenna Mike Pestey Ivy Coleman
Food Service Specialist-Chartwells Cafeteria	Amy Gendron Sharon Ashcom Mark Saucier



CENTRAL OFFICE STAFF

Superintendent of Schools	Andy Gonzalez
Director of Pupil Services	Dawn DeLia
Director of Curriculum	Rita Quiles-Glover
Director of Business	Martha Starkey-Castro
Director of Technology	Jacques Dulac
Administrative Secretary	Chelsea Williams
Special Education Secretary	Kimberly Calande
Bookkeeper	Martha Starkey-Castro

Maintenance Supervisor	John Jarvis
Maintenance	Josh Poquette

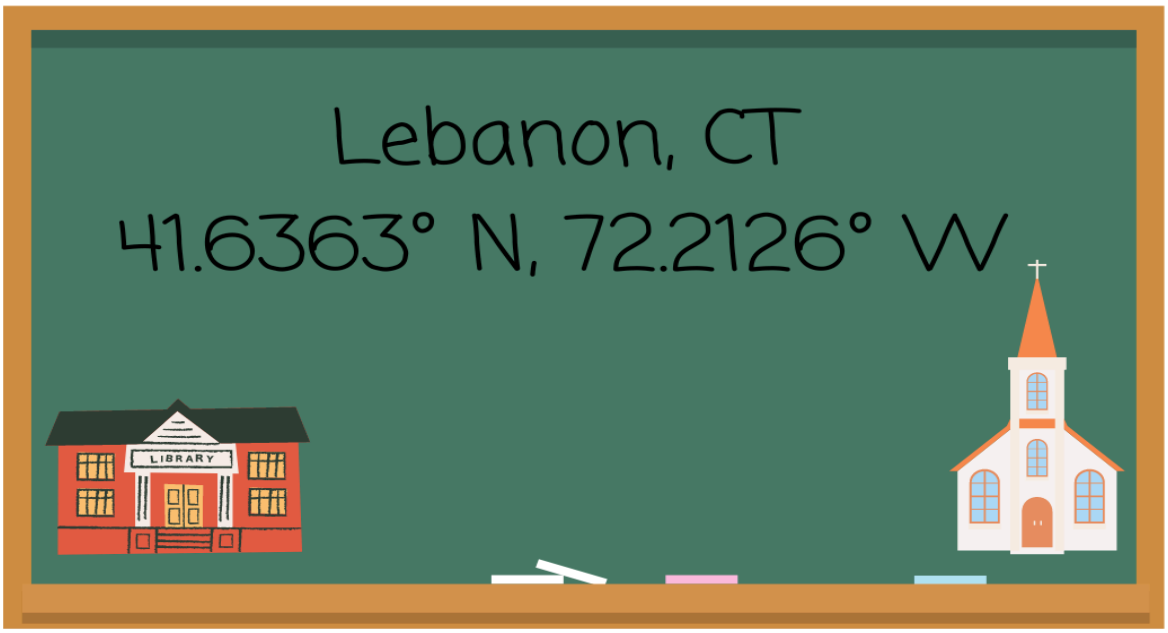
The Lebanon Board of Education Members and
2026-2027 Scheduled Board Meetings
August 11, 2026
September 8, 2026
October 13, 2026
November 10, 2026
December 8, 2026

LEBANON BOARD OF EDUCATION

Carrie Schwartz	Christopher Darrow Sr.	Karl Weinsteiger
Dawn Whitcher	Nicole McGillicuddy	Elizabeth Sullivan
Rachael Archer	Brian Green	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



LES Goals for School Year 2026-2027 to be added this September 2026.

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 8:35 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**. **Preschool students must be walked to class by a staff member.**

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 or School Day 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 or School Day 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. Breakfast will be free to all students. **NEW this year-breakfast is free to all students and students who qualify for reduced meals will receive free lunch.** The lunch prices this school year will be: **$3.55**. For your convenience, you can make payments to your child's cafeteria account using MyPaymentsPlus. On MyPayments Plus, you can set a low balance threshold.

Healthy Snacks: Our district prioritizes student health and wellness. Students bring a daily snack from home. We encourage families to provide nutritious snacks, as healthy eating supports students' overall well-being, learning, and long-term health.

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 playgrounds on our campus and fields for sports and games. Preschool students use developmentally appropriate playground equipment in the preschool courtyard or preschool playground.

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. 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. As encouraged in the district wellness policy, classroom birthday celebrations will be food and snack free (LPS Wellness Policy 5015).

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: LPS Curriculum

Right to Read in Connecticut Schools
Every child in Connecticut deserves to learn to read proficiently by the end of third grade. That's why CT passed the "Right to Read" legislation (Public Act No. 21-2) in 2021, grounded in the Science of Reading—an evidence-based model that emphasizes:

- Phonemic awareness
- Phonics
- Oral reading fluency
- Vocabulary
- Reading comprehension

Lebanon Elementary School has implemented a state-approved, evidence-based K-3 reading program, Savvas MyView Literacy. Research shows that when students receive instruction aligned with the Science of Reading, nearly all can learn to read successfully—closing gaps and building strong, lifelong readers.

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
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.

Play-Based Learning in CT Law
Effective July 1, 2024, Section 4 of Public Act 23-159 and Section 20 of Public Act 23-101 require boards of education to provide play-based learning during the instructional time of each regular school day for students attending kindergarten and any preschool program offered by the board. Such play-based learning must (1) be incorporated and integrated into daily practice; (2) allow for the students' needs to be met through free play, guided play, and games; and (3) be predominantly free from the use of mobile electronic devices.Under the law, boards of education must also allow a teacher to use play-based learning during the instructional time of a regular school day for students in grades one to five.

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- <u>Please NOTE</u>: 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:

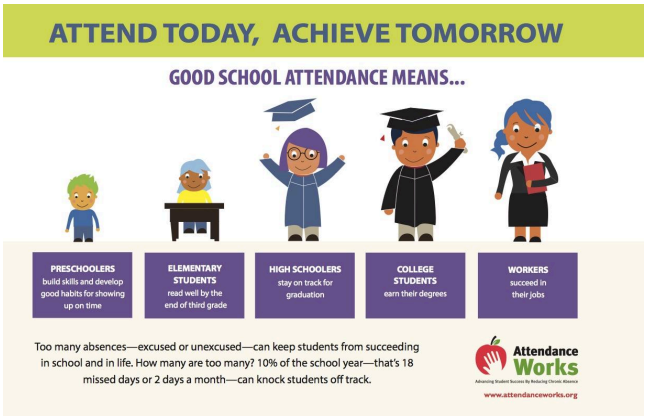
- Level 1: One through 9 days days absent (both excused and unexcused) - parent or guardian note required within 10 days and any reason that the student's parent or guardian indicates is acceptable and considered excused
- Level 2: 10 and above days absent - a medical professional/parent/guardian note 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 LES Notes to the Office 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.



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>	-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

I will…	**-go directly where I'm supposed to go**	**-only use the bathroom when necessary**	**-report actions accurately**		
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**	**-wash and dry my hands** **-flush the toilet** **-leave the light on for others**	**-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**	**-follow playground rules** **-tell an adult about safety issues**	**-always walk**

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, and the child will meet with administration or the Climate and Culture Specialist. 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. Families will receive a copy of Office Discipline reports.

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.

The **Climate and Culture Specialist** at LES plays a crucial role in fostering a positive, inclusive, and supportive environment for students and staff. Their responsibilities include promoting a respectful and welcoming atmosphere, addressing issues related to behavior and overall school climate, and implementing interventions that enhance social-emotional learning. By working collaboratively with teachers, administrators, and families, they help create a school culture that prioritizes student well-being, engagement, and academic success. This role is vital for ensuring that every student feels valued and supported, contributing to a safe and nurturing educational experience.

Connecticut School Climate Policy: Policy Statement
All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success. Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein. The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Lebanon Board of Education adopts this policy.

Lebanon Public Schools Policy 5014- CT School Climate Policy

Definitions:
1. "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. "Positive Sustained School Climate" is the foundation for learning and positive youth development and includes: a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe. b. People who treat one another with dignity and are engaged, respected and solve problems restoratively. c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision. d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and e. A school community that contributes to the operations of the school and the care of the physical environment.
3. "Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, selfmanagement, social awareness, relationship skills and responsible decision-making.

4. "Emotional intelligence" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. "School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop, computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. "Connecticut school climate policy" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. "School employee" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. "School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in

which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee. Challenging Behavior Reporting Form
18. “Evidence Based Practices” in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. “Effective School Climate Improvement” is a restorative process that engages all stakeholders in the following six essential practices: (A) Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard; (B) Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process; (C) Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time; (D) Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child; (E) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and (F) Strengthening policies and procedures related to: a. climate and restorative informed teaching and learning environments. b. infrastructure to facilitate data collection, analysis, and effective planning. c. implementation of school climate improvement plans with the goal of becoming restorative. d. evaluation of the school climate improvement process; and e. sustainability of school climate and restorative improvement efforts.

Challenging Behavior Reporting:
Students should report any acts of bullying or challenging behavior 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 challenging behavior investigations are documented, validated or not. To complete a report, please use this link:
Challenging Behavior Reporting Form

Cell Phone Policy (also see BOE policy 5010)
To create a focused learning environment by minimizing distractions and ensuring the safety and well-being of all students.
1. General Guidelines:

- **Student Use:** Students are not permitted to use cell phones or other electronic devices during school hours. This includes class time, recess, lunch, and any other school-related activities.
- **Storage:** Upon arrival at school, students must turn off their cell phones and store them in their backpacks. Phones should remain off and out of sight throughout the school day.
- **Emergency Use:** If a student needs to contact their parent or guardian during the school day, they may do so with permission from a teacher or school staff member, using the school’s phone.

2. Exceptions:

- **Medical Needs:** Students with documented medical conditions that require the use of a cell phone or other electronic device must have a note from a physician on file with the school nurse.

- **School-Sponsored Activities:** During certain school-sponsored activities or events, teachers may permit the use of cell phones for specific purposes (e.g., educational apps or taking photos for a project). This will be at the teacher's discretion.

Parent and Guardian Support:
We ask parents and guardians to support this policy by ensuring that their children understand the importance of keeping their phones off and stored away during school hours. Please refrain from contacting your child directly during the school day. In case of an emergency, please contact the school office.

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 and crocs are not allowed to be worn during recess 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.

Destruction of School Property/Vandalism
We believe in creating a positive environment where everyone takes pride in our school facility. By treating school property and staff belongings with care, we all contribute to a welcoming and well-maintained learning space. We encourage students to handle school equipment and materials responsibly and report any accidental damage promptly. In the rare event that damage occurs, we'll work together to understand what happened. We may ask for help in restoring or replacing damaged items. This could include covering costs for materials and repairs.

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.

Chromebooks, iPads, and School-Issued Textbooks
Kindergarten-4th grade students will be provided with a school issued iPad or Chromebook. Each student is responsible for the care of his/her Chromebook and any textbooks that are provided. Families of students are expected to pay for lost or damaged Chromebooks and textbooks. Chromebook covers and textbook covers are recommended to help prevent damage. Report cards will be held until payment is made to the school.

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, 2026.* 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.

Parent Bill of Rights for English Learners and Multilingual Learners
As part of our commitment to equity and family engagement, we honor and follow Connecticut's Parent Bill of Rights for English Learners and Multilingual Learners. This document outlines the rights of families whose home language is not English and ensures that all parents and guardians can actively participate in their child's education. It includes the right to receive information in a language they understand, to be involved in school decisions, and to access programs that support their child's language development and academic success. A copy of the Multilingual Parent Bill of Rights is available at our school and can be provided in your preferred language upon request.

https://portal.ct.gov/sde/english-learners/english-learner-multilingual-learner/parent-bill-of-rights

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 the i-Ready Diagnostic 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 lCONN.org (Connecticut Digital Library). Books are borrowed for one week and may be renewed. No fines are charged for late books. Families are responsible for returning overdue books or paying for books that are lost or damaged. Students will not be penalized for late or lost books and will continue to have full access to library privileges, including checking out books. Our goal is to encourage a love of reading while fostering responsibility, respect, and care for all library materials with every visit and 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.

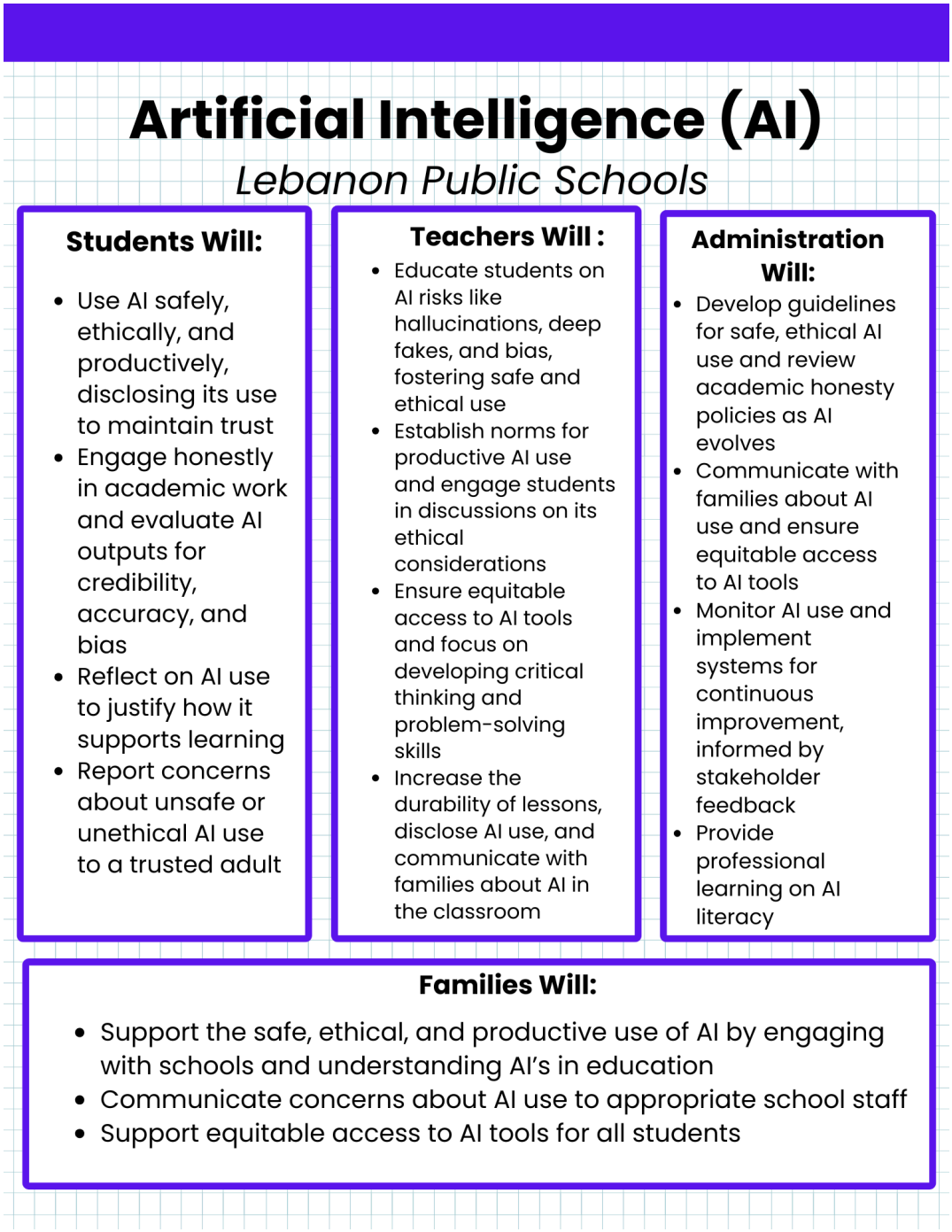
Physical Education
The physical education program (40 minutes grades K-4 each week, 20 minutes Pre-K) provides experiences for children to better skillfully move in situations requiring either planned or unplanned responses, become aware of the meaning, feeling, and joy of movement as performers and 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.



Artificial Intelligence (AI) in Learning
Our school is committed to preparing students for success in an ever-changing world. As part of this commitment, we may introduce students to Artificial Intelligence (AI) tools in age-appropriate and responsible ways. AI can be used to support learning, encourage creativity, and develop critical thinking skills. Examples include guided research tools, language support, and idea-generation activities.



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 within the past 12 months and vaccination record is required for 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, written results of the exam, and an up-to-date vaccination record submitted to the school. Students moving into the district must present documentation of a physical examination within the past 12 months and an updated vaccination record. 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 EpiPen has been prescribed for the student), food allergies/sensitivities, medication allergies, environmental allergies (hay, animal fur, etc), previous hospitalizations and/or surgeries, medications the student will be taking at home and/or school, or changes in your child's health.

5. Health Assessment Record

   Prior to entering the **preschool** program, a Health Assessment Record must be completed and signed by a parent or guardian. It is *recommended but not required* for students in kindergarten through fourth grade to have an updated Health Assessment Record submitted yearly.

6. Nutrition Survey (**Preschool Only**)

   Prior to entering the preschool program, a parent/guardian must complete a Nutrition Survey per NAEYC guidelines.

7. 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 paper 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 100.0°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. To minimize the spread of illness, families are strongly advised to pick up their child promptly and in a timely manner.

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, restrictions (including at recess or PE class), limitations or assistive services (slings, casts, crutches, elevator use, etc.). No students will be allowed to attend school using an assistive device without a 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.

8. 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.

9. 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 PreK 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 (less than 100.0°F) 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.).

<u>Covid Health Information:</u>

The updated Respiratory Virus Guidance (per the CDC's recommendation) advises that after testing positive for COVID-19, people stay home and away from others until fever free for at least 24 hours without being on fever reducing medication and once symptoms improve. Note that depending on the length of the symptoms, this period could be shorter, the same, or longer than the previous guidance for COVID-19.

Per the CDC guidance, precaution recommendations over the next five days after testing positive for COVID-19 and completing the "stay-at-home" period include:

- Take more steps for cleaner air
- Enhance hygiene practices
- Wear a well-fitting mask

The school nurse should be notified if a student tests positive for COVID-19 to track cases within the school, which is the same for other illnesses (influenza, etc).

<u>Sick Day Guidelines</u>: 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.

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/injury 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 and Instagram pages 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 not6 limited t, 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.

Equal Opportunity, Title IX, Section 504

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, sex, sexual orientation, national origin, religion, economic status, marital status, or physical or mental disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. This also applies to staff.

Dawn DeLia, Director of Special Services, is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.
Persons who feel that they have been denied such equal educational opportunities, including discriminatory treatment or harassment, may file a complaint with the district's compliance officer, Dawn DeLia, Director of Special Services, who can be reached at: 891 Exeter Road, Lebanon, CT 06249, (860) 642-5764 or by email at dawn.delia@lebanonct.org. If the Compliance Officer is the subject of the complaint, the person may file the complaint with the Superintendent of Schools. In addition, a student complaint may be filed in writing with a teacher or guidance counselor. A student may request assistance of school district personnel in preparing a written complaint. Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the Compliance Officer.

The written complaint shall be dated and shall state the name of the complainant, the date(s) of the alleged violation, the name or names of the alleged harasser or harassers, the name or names of any witnesses, and a statement of the circumstances in which the alleged harassment occurred. All formal complaints must be filed within sixty (60) days.

The compliance officer shall schedule a meeting promptly with the complainant to discuss the complaint but in no event shall the meeting be held later than fourteen (14) days from receipt of the formal complaint. School officials will, consistent with the need for a thorough investigation of the complaint and principles of fairness, endeavor to protect privacy interests. Upon completion of the investigation but in no event later than fourteen (14) days after meeting with the complainant, the investigator shall render a written decision to the complainant as to the disposition of the complaint. The time for rendering a decision may be extended as required for a thorough investigation and fair resolution of the complaint. If the decision is that discrimination or harassment has occurred, appropriate action shall be taken to ensure that such behavior or treatment ceases and will not reoccur. No adverse action will be taken against a student for filing a complaint or against any student or other person for cooperating in the investigation of the complaint.

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.