

THE SHERMAN SCHOOL



FAMILY-STUDENT HANDBOOK 2019-2020

SHERMAN BOARD OF EDUCATION

SHERMAN, CONNECTICUT

2019 – 2020

Kasey Diotte, Chairman

Missy Alexander

Themis Enright

Timothy Laughlin

Dorinda Lenihan

James Neunzig

Susan Seeger

All public meetings of the Board of Education are warned on the district website and are open to residents.
The Board of Education may be reached via email at BOE@shermanschool.com

Non-Discrimination Statement

The Sherman Board of Education does not discriminate in any of its programs, activities, or employment practices on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability.

The Sherman School's Equal Opportunity Plan/Nondiscrimination Policy is Policy 0521 in the Sherman Board of Education Policy, Regulations and By-Laws Binder.

The Sherman School Title IX coordinator and 504 coordinator is Mr. Brian Kalkreuth. Any and all grievances or concerns regarding these matters should be brought to the attention of the administrator specified. They can be reached via the main office at 860-355-3793.



RESPONSIBILITY | COURAGE | HONESTY | RESPECT

August 2019

Dear Parents, Guardians and Students:

Since its incorporation in 1937, the Sherman School, which originally housed only three classrooms, is evolving into a premier institution for teaching and learning. Although exponentially larger than our initial establishment 80 years ago, Sherman's still-small size allows us to work closely, to know each other intimately, and to learn and grow -- together.

The following Family-Student Handbook has been compiled to provide its readers with details that pertain to a wide variety of important matters concerning school life, procedures, and expectations. We trust that you will review this Handbook closely and refer to it over time.

On behalf of the faculty and staff at the Sherman School, welcome to the start of the 2019-2020 academic school year. Should any questions or concerns arise, please do not hesitate to contact us.

Sincerely,

The Sherman School Administration

TABLE OF CONTENTS

HISTORY OF THE SHERMAN SCHOOL	1	ENRICHMENT PERIOD.....	21
OUR VISION	2	SPECIAL SERVICES	21
PHILOSOPHY OF THE SHERMAN SCHOOL	2	SRBI (SCIENTIFIC RESEARCH-BASED INTERVENTION)	21
FACULTY AND STAFF DIRECTORY	3	LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.....	21
GENERAL INFORMATION	5	SPECIAL EDUCATION	21
PHASE-IN SCHEDULE	5	PSYCHOLOGIST.....	21
ARRIVING BY BUS	5	SCHOOL COUNSELOR.....	21
ARRIVING BY FOOT OR CAR	5	SPEECH AND LANGUAGE PATHOLOGIST	21
TARDINESS.....	5	OCCUPATIONAL AND PHYSICAL THERAPY	21
DELAYED OPENING SCHEDULE.....	6	HEALTH AND SAFETY	22
PLANNED EARLY DISMISSAL DAYS FOR 2019-2020	6	ALLERGY PROCEDURES	22
DISMISSAL PROCEDURES.....	6	BRINGING FOOD INTO SCHOOL.....	23
CHANGES IN DISMISSAL	6	FOOD CONSUMPTION IN THE CAFETERIA, CLASSROOMS AND ON BUSES	23
EMERGENCY CLOSING OF SCHOOL.....	7	WASHING AND WIPING HANDS.....	23
AFTERNOON PICK-UP PROCEDURES	7	CELEBRATIONS.....	23
BUS TRANSPORTATION	8	SECURITY.....	23
MESSAGES / DELIVERIES	8	HEALTH SERVICES.....	24
REQUESTS FOR FUTURE ABSENCES	8	GUIDELINES FOR SENDING YOUR CHILD TO SCHOOL.....	24
ATTENDANCE AND TRUANCY	8	ADMINISTRATION OF MEDICINAL PREPARATIONS	24
HOMELESS STUDENTS	9	LICE.....	25
VISITORS AT SCHOOL.....	9	EPI-PENS	25
MAGNET SCHOOLS.....	10	PSYCHOTROPIC DRUG USE	25
COMMUNICATION	10	AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)	25
SCHOOL WEBSITE AND SHERMAN SCHOOL APP	10	FIRE AND EMERGENCY DRILLS	25
POWERSCHOOL	10	CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT	25
MONTHLY CALENDAR.....	10	PESTICIDE INFORMATION	26
OPEN HOUSE	11	ASBESTOS	26
CONFERENCES	11	SMOKING	26
EXTRA HELP	11	BEHAVIORAL EXPECTATIONS	26
REPORT CARDS	11	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)	26
COMMUNICATION GUIDELINES FOR PARENTS AND GUARDIANS	11	CODE OF CONDUCT.....	26
HOMEWORK	13	SAFE SCHOOL CLIMATE PLAN.....	27
STUDENT RECORDS.....	14	STUDENT INVESTIGATIONS.....	27
ELEMENTARY PROGRAM	15	DISCIPLINE	27
PRESCHOOL (S.A.I.L.).....	15	BULLYING	27
KINDERGARTEN PROGRAM	15	ATTENDANCE AND BEHAVIOR AT SCHOOL FUNCTIONS	27
GRADES 1-5	15	ILLICIT DRUGS AND UNLAWFUL POSSESSION OF ALCOHOL BY STUDENTS.....	27
MIDDLE SCHOOL PROGRAM	16	OTHER ARTICLES PROHIBITED IN SCHOOL	28
MIDDLE SCHOOL DANCES	16	DRESS CODE	28
COLOR TEAM CAPTAINS.....	16	SMART PHONES IN SCHOOL.....	28
FIELD TRIPS.....	16	TEMPERATURE GUIDELINES FOR INDOOR VS. OUTDOOR RECESS	29
STUDENT GOVERNMENT.....	16	RULES FOR THE "PIRATE SHIP" PLAYGROUND	29
PRESIDENT'S AWARD FOR ACADEMIC EXCELLENCE.....	16	RULES FOR THE "LOWER" PLAYGROUND.....	29
ATHLETICS	17	RULES FOR THE "VETERAN'S FIELD" PLAYGROUND	29
FINE ARTS.....	17	TOYS AND TRADING CARDS	29
CHROMEBOOK AGREEMENT, GOOGLE APPS ACCOUNT, AND ACCEPTABLE USE POLICY	17	PICTURES AND VIDEOS WITHIN THE SCHOOL	30
HIGH SCHOOL PROGRAM	17	TRANSPORTATION SAFETY COMPLAINTS AND PROCEDURES	30
SPECIAL AREA PROGRAMS	17	ODDS & ENDS	30
ART	17	PURCHASING LUNCH USING DEBIT SYSTEM.....	30
LIBRARY/MEDIA CENTER	17	USE OF MICROWAVES IN THE CAFETERIA	30
EDUCATIONAL TECHNOLOGY	17	FREE OR REDUCED LUNCH.....	30
VOCAL AND INSTRUMENTAL MUSIC.....	17	TEACHER AND PARAPROFESSIONAL QUALIFICATIONS.....	30
PHYSICAL EDUCATION	18	LOST AND FOUND.....	30
HEALTH.....	18	LOCKERS.....	31
CORE SUBJECTS AREAS	18	BIRTHDAY PARTY INVITATIONS	31
COMMON CORE STATE STANDARDS OR CT CORE STANDARDS	18	APPENDIX	32
SMARTER BALANCED ASSESSMENT	18	CODE OF CONDUCT (PRESCHOOL - GRADE 4) AND (GRADES 5 - 8)	32
STAR ASSESSMENT	18	SAFE SCHOOL CLIMATE PLAN	32
READING AND LANGUAGE ARTS.....	19	GUIDELINES FOR FOOD ALLERGY MANAGEMENT	32
MATHEMATICS	19	SHARED FOOD CONSUMPTION FORM	32
ALGEBRA PLACEMENT	19	APPLICATION FOR FREE AND REDUCED LUNCH	32
SOCIAL STUDIES	20	ATHLETIC EMERGENCY FORM	32
SCIENCE	20	INTERSCHOLASTIC AND INTRAMURAL HANDBOOK	32
SPANISH	20	HIGH SCHOOL TUITION FORM	32
EXECUTIVE FUNCTIONING.....	20		
EXPLORATION PERIOD (XP).....	20		



History of The Sherman School

Early in Sherman's history the school system was much different than it is today. The town was divided into six school districts, each with a one-room school building, some of which were here before Sherman's incorporation in 1802. The First District School was built in the late 1700's and was located near what is now the junction of Routes 39 and 55. A new school was built in 1905, and the remains of the old building were torn down in 1934 when the new road was built.

The Second District School was also built in the late 1700's and was located on what is now Edmonds Road at Route 39. Upon the closing of the school it was transformed into a private residence. The Third District, known as Center School, was located on the knoll, next to today's Playhouse. It was built in 1827 and is still in use today by the Boy Scouts.

Leach Hollow School was in District Four, built in the mid-1800's; it was later moved to make way for the flooding of Candlewood Lake in 1927. District Five, the Greenwoods School, closed in 1924 and the students transferred to Center School. Greenwoods was later moved onto a private property. The Sixth District was Coburn School, built in 1763 and closed in 1914. Students went from here to Greenwoods and then on to Center School. This building, on Coburn Road, is now part of a private residence.

On April 18, 1936, the town voted to consolidate the District Schools into a new grade school in the center of Sherman, opened in 1937 and known as The Sherman School, it was made of brick and contained three full classrooms. By 1953 the population had grown and the building was too small; four more classrooms and a lunch-assembly room with kitchen were added. In 1961 four more classrooms and the gymnasium were built. With increased enrollment, it was necessary to make another addition in 1971 when a large wing was built to include nine classrooms, a library, art room, and science laboratory. This suited The Sherman School quite well until January 1992 when a fourth addition gave the school three more classrooms, the front offices and the multi-purpose room. With the ever-increasing enrollment of students, it was only eight years until the school was out of room once again.

On March 7, 2000, the groundbreaking ceremony took place for the fifth addition and an entire renovation of the earlier wings. Our school now has 32 classrooms along with a beautiful library/media center, cafeteria, computer laboratory and art room.

Our school was the first elementary school in Fairfield County to be accredited by the New England Association of Schools and Colleges. With access to high quality instruction, an abundance of extra-curricular offerings and an emphasis on science, technology and the arts, The Sherman School has much to offer its students. We service children in preschool through eighth grade and high school students have a variety of choices in what school they may attend.

Originally, six one-room schools were scattered throughout Sherman. Now, just under 300 students attend our school. Even though times have changed, it's nice to know that education is still a top priority in the town of Sherman.

Our Vision

On January 4, 2017, the Board of Education adopted the following Vision Statement which represents the thoughts, beliefs and aspirations of each constituency throughout the Sherman School and broader community:

We enable all Sherman Students to become the best possible version of themselves. We provide an environment where our children develop into empathetic, self-directed, critical thinkers who don't give up when faced with challenges.

Philosophy of The Sherman School

As school, as family, as community, we are committed to the whole of each child in our care. In all areas of growth and development – academic, aesthetic, social, personal, athletic – our pledge is to nurture, providing the healthiest of climates in which the child can be, can do, and can become.

Of course, we would have our students informed. In each academic discipline, they need to know. There are the basics that must be mastered – the facts, the ideas, the skills – and there is the reaching for refinement.

But, we believe, information has value only in the context of meaning. We would have our students not only know, but also understand. To the lesser “who, what, where,” and “when” we would insist on the greater “how” and “why.” And we would encourage the seeking of both knowledge and understanding – a spontaneous question, to us, is worth a dozen anticipated answers.

Further, our goal here is to instill the ability to think critically: to observe, to consider, to decide. We recognize that knowledge goes beyond understanding to judgment, and we remember that even a guess is best when it is educated.

To share knowledge and understanding, our students need to be excellent communicators. Through instruction and practice, and by example, we would stress the translation of clear thinking into concise expression, both written and oral. We want our students to know what they mean and to be able to say what they mean.

Our whole person is not only informed and skilled, but also enlightened. We would open our children to the wonder and the beauty of the fine arts, to the individual and collective insights of those who interpret the world not so much for the mind as for the spirit. And, as we would see our children as appreciators of the arts, we would see them also as participators in them, as creators themselves in the various art arenas.

Finally, we hope to nurture in our students an inclination to care: for their environment, be it their town or the earth; for other people, from family member to stranger in want; for their school and teachers and for learning itself and for themselves – their bodies, minds, and spirits – as one-of-a-kind gifts of inestimable worth.

FACULTY AND STAFF DIRECTORY

Phone: 860-355-3793

Fax: 860-355-9023

www.shermanschool.com

Administration

		Voice Mail	Email
Dr. Jeff Melendez	Superintendent-Principal	310	melendezj@shermanschool.com
Mr. Brian Kalkreuth	Assistant Principal	310	kalkreuthb@shermanschool.com
Ms. Tracy Edwards	Director of Special Education	311	edwardst@shermanschool.com
Mrs. Keri Snowden	Director of Curriculum, Instruction & Innovation	310	snowdenk@shermanschool.com

Kindergarten - Fifth Grade

Mrs. Cathy Davidson	Kindergarten	348	davidsonc@shermanschool.com
Mrs. Tanya Silva	Grade One	356	silvat@shermanschool.com
Mrs. Jeanine Lynch	Grade One	355	lynchj@shermanschool.com
Mrs. Dawn Perlman	Grade Two	358	perlmand@shermanschool.com
Mrs. Beth Bouwman	Grade Three	341	bouwmanb@shermanschool.com
Ms. Kerry McDevitt	Grade Three	351	mcdevittk@shermanschool.com
Mrs. Bernadette Linero	Grade Four	344	linerob@shermanschool.com
Mrs. Shannon Oricchios	Grade Four	342	oricchios@shermanschool.com
Mrs. Sandra Lounsbury	Grade Five	331	lounsbury@shermanschool.com
Mr. Ken Palmer	Grade Five	333	palmerk@shermanschool.com

Middle School

Mrs. Michelle Baird	Grade Seven and Eight Language Arts	367	bairdm@shermanschool.com
Ms. Victoria Lowrie	Grade Six and Seven Language Arts	370	lowriev@shermanschool.com
Mr. Jacob Butler	Grade Seven and Eight Math	368	butlerj@shermanschool.com
Mrs. Victoria Butler	Grade Six, Seven and Eight Spanish	373	butlerv@shermanschool.com
Dr. Patricia-Ann Corso	Grade Six, Seven and Eight Science	365	corspop@shermanschool.com
Mrs. Elizabeth Paoli	Grade Six, Seven and Eight Social Studies	371	paolil@shermanschool.com
Mrs. Daniele Shook	Math Interventionist	369	shookd@shermanschool.com
Mr. Andrew Tracy	Grade Six and Eight Math		tracya@shermanschool.com

Specialists

Dr. Belinda Badger	School Psychologist	347	badgerb@shermanschool.com
Ms. Alison Blume	Health	375	blumea@shermanschool.com
Mrs. Kathryn Calsetta	Occupational Therapist	354	calsettak@shermanschool.com
Mr. Christopher Carlone	Music-Band	360	carlonec@shermanschool.com
Ms. MariJo Ficca	School Counselor	353	ficcama@shermanschool.com
Mrs. Catherine Flynn	Literacy Specialist	339	flynnc@shermanschool.com
Mrs. Shaela Hillmann	Special Education	337	hillmanns@shermanschool.com
Ms. Jennifer Kaminski	Physical Therapist	332	kaminskij@shermanschool.com
Mr. Jim Luchsinger	Director of Technology	320	luchsingerj@shermanschool.com
Mr. Tim McGuire	Educational Technology	321	mcguiret@shermanschool.com
Ms. Sheila Reidy	Physical Education	317	reidys@shermanschool.com
Ms. Suzanne Reynolds	Special Education	372	hatchs@shermanschool.com
Mrs. Jennifer Rianhard	Math Interventionist	336	rianhardj@shermanschool.com
Mr. Stephen Rianhard	Grade Kindergarten - Five STEAM	343	rianhards@shermanschool.com
Mrs. Christine Schipul	Special Education	364	schipulc@shermanschool.com
Mrs. Helen Scholl	Reading Interventionist	340	schollh@shermanschool.com
Mrs. Elizabeth Scott	Preschool Special Education	350	scotttb@shermanschool.com
Mrs. Heather Stilson	Special Education	338	stilsonh@shermanschool.com
Ms. Krystianna Toth	Preschool Special Education		tothk@shermanschool.com
Mr. Steven Trinchillo	Music	363	trinchillos@shermanschool.com
Mrs. Jill Vermilyea	Speech/Language Pathologist	349	vermilyeaj@shermanschool.com
Mrs. Jessica Yagid	Art	362	yagidj@shermanschool.com

Main Office Staff

Mrs. Jane Barillaro	Special Education Secretary	311	barillaroj@shermanschool.com
Mrs. Linda Christie	School Secretary	310	mainoffice@shermanschool.com
Mrs. Donna Papp	Office Assistant	324	pappd@shermanschool.com
Mr. Anthony Rowella	Director of Finance and Operations	323	rowella@shermanschool.com
Mrs. Nancy Winkler	Secretary	318	winklern@shermanschool.com

Health Office

Mrs. Lorraine Spinetti	School Nurse	335	spinettil@shermanschool.com
------------------------	--------------	-----	-----------------------------

Support Staff

Mrs. Margie Austell	Para-Professional	NA	austellm@shermanschool.com
Mrs. Antonetta Azzollini	Para-Professional	NA	azzollinia@shermanschool.com
Mrs. Meredith Belden	Para-Professional	NA	beldenm@shermanschool.com
Ms. Jackie Brown	Para-Professional	NA	brownj@shermanschool.com
Mrs. Karrie Buffa	Para-Professional	NA	buffak@shermanschool.com
Mrs. Christine Celio	Para-Professional	NA	celioc@shermanschool.com
Mrs. Jody Clark	Para-Professional	NA	clarkj@shermanschool.com
Mrs. Gail Dalgleish	Para-Professional	NA	dalgleishg@shermanschool.com
Mrs. Susan Darinzo	Para-Professional	NA	darinzos@shermanschool.com
Mrs. Sandra DiResta	Para-Professional	NA	direstas@shermanschool.com
Ms. Renee Grandmison	Para-Professional	NA	grandmisonr@shermanschool.com
Mrs. Louise Hofsdal	Para-Professional	NA	hofsdall@shermanschool.com
Mrs. Rhonda Jonas	Library Para-Professional	NA	jonasr@shermanschool.com
Mrs. Adele Lewis	Para-Professional	NA	lewisa@shermanschool.com
Mrs. Susan Quinn	Para-Professional	NA	quinns@shermanschool.com
Mrs. Tammy Raiano	Para-Professional	NA	raianot@shermanschool.com
Mrs. Dawn Robitaille	Para-Professional	NA	robitailled@shermanschool.com
Mrs. Debbie Seiden	Para-Professional	NA	seidend@shermanschool.com
Mrs. Becky Steiger	Para-Professional	NA	steigerb@shermanschool.com

Facilities

Mr. Joe Lombardozzi	Facilities Supervisor/Technician	377	lombardozzij@shermanschool.com
Lt. Herb Furhman	School Safety Officer	NA	furhmanh@shermanschool.com
Lt. Andrew Shirk	School Safety Officer	NA	shirka@shermanschool.com
Mr. Renato Ribeiro	Custodian	330	ribeior@shermanschool.com
Ms. Rosa Vintimilla	Custodian	NA	vintimillar@shermanschool.com

GENERAL INFORMATION

<u>Important Fall Dates</u> 8/28/19 – Kindergarten Meet the Teacher, 1:15 PM -2:15 PM Grades 1-8 Meet the Teacher, 2:00 PM -3:00 PM 8/29/19 - First day of classes (note phase-In for Preschool-K) 9/17/19 - Open House for Preschool – Grade 8, 6:00 PM	<u>School Hours</u> Main Office - 7:30 AM - 4:00 PM Grades K-8 - 8:25 AM - 3:15 PM <u>Preschool</u> Visitation August 30 9:15 AM -10:00 AM September 3 - September 20 8:30 AM - 11:30 AM 4 year-olds attend Monday-Friday 3 year-olds attend Tuesday-Friday
--	--

Phase-in Schedule

(Preschool and Kindergarten Only)

- Preschool students begin on September 3, 2019.
- Kindergarten students will be dismissed at 1:00 PM from August 29th through September 13th. Beginning September 16th, kindergarten students will be dismissed at 3:15 PM.
- Morning recess will be held from 8:05 AM to 8:20 AM each morning. Students in Kindergarten and Grade 1 will have morning recess on the Pirate Ship Playground (will be in the MPR during inclement weather). Students in Grades 2 through 5 will have morning recess on the Lower Playground (will be in the cafeteria during inclement weather). Students in Grades 6 through 8 will have morning recess in the Gymnasium every morning.

Arriving by Bus

- Students are provided with bus transportation and are encouraged to use it regularly. Buses will disembark as soon as they arrive at the Sherman School and students will proceed to morning recess, time permitting.
- Students who arrive at school by bus are never marked tardy, even if the bus arrives late due to an extenuating circumstance.
- In the event of a 2-Hour Delayed Opening, school hours will be 10:25 AM - 3:15 PM.
- In the event of a 3-Hour Delayed Opening, school hours will be 11:25 AM – 3:15 PM.

Arriving by Foot or Car

- If you are driving your child to school, please drop him or her off at the curb of the Main Entrance between 8:05 AM - 8:20 AM. Students will proceed directly to morning recess where they will be supervised until 8:20 AM.
- For the safety of all students, please do not pass the car in front of you.
- If your child is walking to school, he or she will enter through the Main Entrance and proceed to morning recess, which will be supervised from 8:05 AM - 8:20 AM.
- Preschool parents should park in the designated Pre-School Parking or Visitor Parking. Parents may not park in any of the fire lanes or along the curbside in front of the building.
- Please do not drop off your child before 8:05 AM unless he or she is participating in a school-sponsored activity as there is no supervision which becomes a safety concern.
- Any K-8 student entering the building after 8:25 AM is considered tardy and must sign in at the Main Entrance. Parents are not permitted to accompany their children to their classrooms upon arrival; this includes students who are tardy to school. This protocol is established for a number of reasons, including, but not limited to, fostering student independence, ensuring school safety, and maintaining the integrity of instructional time.

Tardiness

It is important that we develop the habit of punctuality in our students. Modeling punctuality is the best way to accomplish this goal. Prompt arrival at school is expected of all students as late arrival disrupts classroom activity resulting in a loss of instructional time.

- Students are considered tardy if they arrive any time after 8:25 AM and must sign-in at the main office.
- Parents of students who arrive to school habitually late will be contacted via telephone and/or letter requesting that they address this situation. If students continue to be tardy, a conference will be held with the parents and/or student to address the concern.

Delayed Opening Schedule

In the event of inclement weather, school may be delayed by either 2 or 3 hours. The school day will begin at 10:25 am on a 2-hour delay and 11:25 am on a 3-hour delay; dismissal will remain the same at 3:15 pm on both schedules. Students may be dropped off no earlier than 10:05 am on a 2-hour delay and no earlier than 11:05 am on a 3-hour delay. The following are the lunch/recess times for each grade level during 2- and 3-hour delay schedules.

2-Hour Delay Lunch Schedule

- Grades K-5: 12:21 – 1:01
- Grades 6-8: 1:04 – 1:44

3-Hour Delay Lunch Schedule

- Grades K-5: 12:49 – 1:29
- Grades 6-8: 1:32 – 2:12

Please understand that there are a number of factors involved in determining whether or not to invoke a school closing, delayed opening or an early closing, and these decisions are not taken lightly.

Planned Early Dismissal Days for 2019-2020

The Sherman School will dismiss at 12:30 PM on the following days. No lunch will be served:

September 17, 2019	November 27, 2019	February 14, 2020	The last day of school (TBD)
October 17, 2019	December 10, 2019	March 10, 2020	
October 18, 2019	February 11, 2020	April 7, 2020	
October 22, 2019	February 13, 2020	May 12, 2020	

- In the event of a scheduled early dismissal, students will dismiss at 12:30 PM. Lunch will not be served.
- If school is dismissed early or cancelled due to inclement weather, all after-school activities, after school programs, and meetings are cancelled.

Dismissal Procedures

The period from 2:30 PM until the end of the school day is probably the busiest time of day both in the classroom and in the office. Therefore, parents who request dismissal changes after 2:30 PM will be required to speak with an administrator for approval.

For the safety of our younger students, Kindergarten, First, and Second Grade students may not be released as a walker unless they are accompanied by an older sibling (Grade 3 or above). These children should meet their siblings in the main office.

Changes in Dismissal

We understand that, on occasion, it may be necessary to change your child’s normal dismissal pattern. Please note the following procedures regarding changes in dismissal:

- Parents must write a note to the school indicating permanent instructions for their child's dismissal. A new note, with specific dismissal instructions must be submitted at the beginning of each school year.
- Any change must be made in writing, via note, and will ideally be sent to school with your child. The note should include the date, your child's full name, your child's teacher and instructions regarding the change as well as a parent or guardian's signature.
- Last-minute changes in dismissal instructions will only be accepted in an emergency. Please keep in mind that the office is busiest between 8:00 AM - 8:45 AM and 2:30 PM - 3:15 PM and may not be available to receive calls during these times. Changes to dismissal plans for the same day cannot be accepted after 2:30 PM.
- It is essential that parents send a written note for any change to normal dismissal, for example:
 - Your child is going to be picked up instead of taking the bus, as usual.
 - Your child is going home with someone other than a parent.
 - Your child will be taking a different bus on a given day.
 - Your child is going to a special activity after school on a given day.

Emergency Closing of School

Parents are advised to review an emergency closing procedure with their children. Please have a plan in place for your child in the event that we have to close school early due to a weather-related emergency. This information should also be given in writing to the child's homeroom teacher if your child is to go somewhere other than their normal afterschool destination. In order to cooperate with parents in emergency situations, clear communications and directions are needed to help us direct your children to a proper destination.

You will receive a phone call and/or email from School Messenger when inclement weather may force a closing, a delayed opening, or early dismissal of school. Our closings and delays can be found through the following website or TV stations.

- Internet – CTWeather.com
- WFSB - CBS TV Channel 3
- WTNH - ABC TV Channel 8
- WVIT - NBC 30 TV Channel 6

Afternoon Pick-Up Procedures

In order to ensure our students enjoy safe and expeditious afternoon pick-up, we request that all parents follow these updated procedures without exception:

- Parent pick up for all students will be in the cafeteria at 3:15.
- A parent or guardian must personally sign out their child before he or she is released.
- Anyone who is unfamiliar to our staff will be required to show ID.
- We respectfully request that you do not ask your child to meet you near the front office.
- Children whose parents have designated them as walkers will be allowed to leave the building and no supervision will be provided.

Please note that students who need to leave school during school hours must have their parent, guardian or designee pick-up the student and sign him or her out at the main office. Teachers have been instructed not to dismiss students from the classroom.

Students who leave the building during the school day for appointments are expected to return to school to resume their studies as soon as possible. Please avoid scheduling external activities such as lessons or other extra-curricular activities during the school day.

When picking up your child please do not park in the fire lanes outside or behind the school.

Bus Transportation

- Bus route numbers are listed on our website (www.shermanschool.com) prior to the opening of school.
- Students will not be allowed to change buses for activities such as play dates, Scout meetings, dance lessons, sports, etc. Switching buses will only be allowed in cases of emergency and a pass must be issued by the office.

Children who are not going to their usual destination on the bus or who must take a different bus will not be allowed to do so unless the parent or legal guardian sends in a note with the exact specifications of this change. Permission to ride a different bus is always contingent upon space availability.

Messages / Deliveries

If a parent needs an important message passed on to a student, please notify the office in a timely manner. If an emergency arises, parents may call the main office. Children will be permitted to contact parents by phone only in an emergency or unusual circumstances. Any items needing to be delivered to your child during the day must come to the main office in order to keep classroom interruptions to a minimum.

Requests for Future Absences

The school does not encourage long term absences during the school year; however, we recognize that there are times when they will occur. Parents must submit a written request a minimum of five (5) days prior to the first day of absence. The request should indicate the purpose of the absence, the first day the student will miss school, and the date of return to school. The student will be responsible to make arrangements with his or her teachers for the assignments and for the completion of appropriate coursework.

Attendance and Truancy

Regular attendance in school is mandatory, and chronic absenteeism seriously impedes a student's academic progress. An absence is defined by the State Board of Education as an excused absence, unexcused absence or an in-school suspension that is greater or equal to one-half of a school day. A student is considered to be "in attendance" if he or she is present at school, or an activity sponsored by the school, such as a field trip, for at least one-half of the regular school day. A student serving out-of-school suspension or an expulsion will always be considered absent. The CT State Department of Education has requirements regarding excused and unexcused absences. A letter from your child's doctor is required if your child is absent more than nine days in any one school year.

Level	Total Number of Days Absent in One School Year	Acceptable Reasons for Student Absences to be Considered "Excused"	Documentation Required
1	One through nine	Any reason that is approved by the parent or guardian	Parent or guardian notification

2	Ten and above	Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence) Student's observance of a religious holiday Death in the student's family or other emergency beyond the control of the student's family Mandated court appearances (additional documentation required) The lack of transportation that is normally provided by a district other than the one the student attends Extraordinary educational opportunities pre-approved by district administrators Additional 10 days for children of service members	Parent or guardian notification, and in some cases, additional documentation
---	---------------	---	--

In an effort to ensure proper record-keeping, please call the school in the event that your child is going to be absent:

- Please call ext. 9 prior to 8:00 AM and leave a message stating the reason for the absence, and your child's homeroom. This will inform us that you are aware of your child's absence.
- In order for a student to be considered in attendance, or to be eligible to participate in extracurricular activities, they must be at school for at least 3 hours.

Connecticut State Legislation, Public Act 11-136, has set requirements for all school districts in the state to comply with state definitions for "excused" and "unexcused" absences. Below are the criteria required by the Connecticut State Board of Education for an absence to be considered an excused absence. All districts in the state are required to adhere to these criteria for excused absences.

This means that all absences after the ninth day of absence in any school year must meet the state's requirement listed in Level 2 in order to be considered an excused absence. In particular, absences due to illness after the ninth day of absence for any reason in any school year must be verified by a medical professional by either a written doctor's note or a verbal verification by the school nurse.

Regarding the criteria for "extraordinary educational opportunities," the Connecticut State Board of Education requires that all requests be made in writing, and that written requests be submitted and approved prior to the absence. In order to qualify the opportunity must: be educational in nature and have a learning objective related to the student's course work or plan of study; be an opportunity not ordinarily available for this exemption; and be grade and developmentally appropriate.

Please note the responsibility for makeup of work lies with the student, not the teacher. Unless a student has a documented extended illness, all makeup privileges must be completed within 5 days after the student returns to school.

An "unexcused" absence is one which does not fall under any of the previously defined excused absence categories. Students who have unexcused absences may be denied makeup privileges.

Homeless Students

The McKinney-Vento Homeless Education Act of NCLB defines that homeless students will have all programs, services and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Jeff Melendez, Superintendent-Principal.

Visitors at School

For the safety of both the students and staff members, a security system has been installed in our school. The outside doors will be locked during school hours. All visitors must press the buzzer located at the main school entrance and inform the office about the purpose of their visit before they may enter the building. Although these security measures may seem frustrating to follow, they help to create a safer and more secure learning environment for everyone.

- All visitors must use the main entrance in the front of the school building and sign in at the main office. A government issued photo ID is required for your first visit. Visitors must also sign out at departure.
- All visitors must display a visitor's badge at all times. Visitors not wearing this identification will be directed back to the office to obtain one.
- Under no circumstances may a parent or visitor enter a classroom without the teacher's prior approval.
- Under no circumstances are parents allowed to meet children on the playground during school hours.

Please be aware that visitors cannot use the driveway in front of the school building during dismissal times. It is against the law to pass a school bus that has activated its flashing red lights. Visitors who pass any school bus during bus arrival or dismissal times will be reported to the police by the bus drivers and may be required to pay a fine.

When visiting the school, drivers should observe all no parking zones. Under no circumstances should someone park in the fire lane as this creates a potential safety hazard. Reserved visitor parking is on the right side of the parking lot in front of the main entrance.

School Lunch Visitations

The Sherman School has many wonderful traditions, including the ability for parents to eat lunch on occasion with their children in our cafeteria. Please note the following procedures:

- Please notify the Main Office, as well as your child's homeroom teacher, at least 24 hours in advance of your visit. We ask for your flexibility in the event that the requested date of your visit is not ideal.
- Upon your arrival, please sign-in at the Main Office, where you will be given a visitor's badge.
- Please sit with your child at his or her cafeteria table.
- Please be sure to return to the Main Office immediately following your child's lunch period and sign-out.

Magnet Schools

The No Child Left Behind Act, P.L. 107-110, Section 1116 requires the notification that parents of students attending the Sherman School District have the option to enroll their child(ren) in a magnet school with which the district is a nonparticipating district, if the magnet school has unused student capacity. The Sherman School District will pay any tuition charge. This does not include tuition for a preschool magnet program.

COMMUNICATION

Regular, two-way communication is vital to the success of any organization. Therefore, the Sherman School has developed a wide variety of strategies to communicate with families. These include, but are not limited to: newsletters, Open House meetings, report cards and parent-teacher conferences. Please see the appendix for our official Communication Plan. In this section, we also make recommendations for resolving issues when initial communicative efforts appear unsuccessful.

School Website and Sherman School App

Information on curriculum, Board of Education policies, class web pages, and so much more are available on our website at www.ShermanSchool.com. Please also download our App in the Apple or Android store.

PowerSchool

PowerSchool is a student information system which integrates our school's record keeping, scheduling and communications. Please visit our website, under the Parents tab, for an instructional video which will walk you through the navigation of this system.

Monthly Calendar

Our Monthly calendar can be viewed on our website. This calendar will include the sports schedule, school functions, club meetings, and SPTO meetings, etc.

Open House

Open house for parents will be September 17 for preschool – grade 8. Please plan on attending these presentations. It will give you important information on your child's education for this year. Open house program will begin at 6:00 PM.

Conferences

Parents are encouraged to call the school for a conference whenever the need arises. To make an appointment, please call the office and you will receive an appointment date in a timely fashion. In addition, parent conferences are scheduled twice per year so that teachers can share student progress. Parent conferences are held in the fall on October 7th, 8th, 10th and 11th for all students, and optional parent conferences will be held in the February on 12th, 13th, and 14th.

Extra Help

Students may always seek extra help from their teachers if they do not understand the work, if the work is difficult, or if they have been absent and missed assignments and class discussions. The best procedure is to contact the teacher directly to set up a specific time.

Report Cards

Report cards are intended to communicate a clear picture of a student's progress, strengths, and weaknesses. The emphasis is on your child's abilities, effort and motivation compared to established standards for each particular grade level. All Kindergarten through Grade 8 students will receive reports cards three times each year. Below are our standards based report card grades:

- E - Exceeds the year-end standard
- M - Met the year-end standard
- T - On target to meet the year-end standard
- P - Progressing but below the standard
- NA - Not assessed at this time

Grades will be posted online throughout the marking period for students in Grades 6-8. Staff are encouraged to involve parents at the earliest sign of student difficulty, whether it is for academic or behavioral needs. The report cards for Middle School (grades 6 - 8) will be graded on a letter system basis. All major subject areas including art, technology, music and physical education will be graded A, B, C, etc. The codes for letter grades are:

A+	(97-100)	B+	(87-89)	C+	(77-79)	D+	(67-69)
A	(93-96)	B	(83-86)	C	(73-76)	D	(63-66)
A-	(90-92)	B-	(80-82)	C-	(70-72)	D-	(60-62)
F	(Below 60)						

The Sherman School recognizes students in grades 7 and 8 who have achieved a high academic standing. This is communicated on the student's report card for each trimester. Criteria for Honor Roll are as follows:

- Highest Honors: A (93-100) average in major subjects
- High Honors: A- (90-92) average in major subjects
- Honors: B (83-89) average in major subjects
- No 4's in effort

Communication Guidelines for Parents and Guardians

A close partnership between home and school brings the greatest benefit to your child. Thus, the Sherman School staff and administration want you to find the right contact for your needs. To that end, we have developed these guidelines for communications to promote direct, open, and respectful interactions so that communications can take place promptly and efficiently.

Concerns should be addressed to the person most closely connected to the issue. Although not exhaustive, here are some examples:

- For classroom concerns involving a child, such as curriculum, instruction, teaching materials or behavior, the matter should first be discussed with the teacher.
- For Special Education topics, the child's teacher or case manager should be the first point of contact.
- Medical concerns and Section 504 Accommodations should be discussed with the case manager.
- If the issue concerns guidance or the school psychologist, speak directly to that staff member.
- Non-instructional matters such as sports or activities should be directed to the coach or advisor of the activity.
- For school-wide issues regarding policies and practices, including busing and residency, please contact the Assistant Principal, first.

How to Proceed with Your Concerns

In all cases, the first step should be to discuss your concerns directly with the person(s) involved. We recommend that you schedule a face-to-face meeting or a phone call. During that meeting, we encourage you to be as specific as possible about the concerns you wish to address so that school representatives can develop clear explanations and/or solutions wherever possible. In most cases, concerns will be resolved at the conclusion of the conversation.

Appealing a Concern to an Administrator

Most often concerns can be resolved directly by the staff member. However, if a parent is not satisfied with the staff member's proposed resolution to a matter, it needs to be brought to the attention of administration. For general education program concerns, contact the Assistant Principal or the Director of Curriculum and Instruction; for Special Education concerns, the Special Education Director is the appropriate next step; for athletic concerns, the Athletic Coordinator is the next point of contact.

We recommend that you schedule a face-to-face meeting or a phone call. In preparation for that meeting, we suggest that you bring a record of your prior conversation with staff that includes the following details:

- Date of your conversation
- Who was present during that conversation?
- What was the specific concern discussed?
- What, if any, resolutions were discussed with the staff member?
- What is your requested resolution?

If the matter has been brought to the Assistant Principal, Special Education Director, Director of Curriculum, or Athletic Coordinator but still remains unresolved, the school Superintendent-Principal is the next appropriate point of contact. Summaries of all prior conversations should be provided to the Superintendent-Principal.

Appeals to the Board of Education

The Board of Education's role is centered on setting district policy and overall direction. In the vast majority of instances, school-based issues are resolved via the chain of communication above. However, as noted in BOE Policy 1312:

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. The Board's decision is final.

BOE Committees, Agendas, and Meetings

For questions related to Communication, Curriculum, Facilities, and Policy, we invite you to attend one of the subcommittee meetings related to these topics. All such meetings invite comment from the community, however, if you wish to have a particular issue included on the agenda, you should contact the committee chair at least one week in advance of the committee meeting so that, if the item is deemed an appropriate topic for the committee, it can be included in the warning for the meeting. Committee chairs are listed on the Sherman School website:

http://www.shermanschool.com/about_us/board_of_education/committee_assignments

If members of the Sherman Community feel there is an important **policy** issue that should be included on the Board Agenda, we advise you to email the request to the BOE for consideration (BOE@shermanschool.com). If the topic is not added to the agenda, community members have the right to address the topic during the public participation part of the agenda at a Board meeting. **Comments should be limited to 3 minutes or less and must not identify personnel by name** (Board Policy 1120). The Board will take attentive note of the issue but may not be in a position to respond in any detail at the time the comment is made.

An Important Consideration Regarding Emails

Please keep in mind that in certain situations emails are subject to Freedom of Information requests. Thus, we recommend that all email senders and recipients remain aware that what they say and how they say it can be subject to disclosure. Naturally, schools must not disclose information that is personally identifiable for students or for parents communicating in their parent role. Those emails and related documents are subject to the regulations of the Federal Educational Right to Privacy Act (FERPA). If a parent is emailing as a committee member or a room parent, for example, these are potentially subject to disclosure.

Homework

The Sherman School is in the process of reviewing and refining our homework practices, guidelines, and expectations. We provide our students with meaningful homework that includes elements of student choice. We strive to provide feedback about completed work to inform the student about his or her progress toward the learning goals.

Homework is any daily assignment given to students to practice skills learned and/or prepare for the next class. Homework is designed to be a constructive tool in the teaching and learning process. Students will be exposed to gradually increasing amounts of homework as they pass through the grade levels.

Parents play an important role in the homework process. Showing an interest in a child's work is paramount. The progress, the neatness, and the completeness of the work should be checked. Asking a child questions to help recall classroom learning is essential. However, homework is expected to be done by the students with only minimal guidance from parents or siblings.

Parents are encouraged to contact the teacher in the event there is a question, problem, or clarification needed regarding the child's homework. If your child is absent for two or more days, and you would like his or her homework gathered and sent to the main office, please indicate this request when reporting your child absent on our voicemail system.

Students who have not completed their homework may be unable to benefit fully from the class experience, and to make contributions. Any long-term assignment (e.g. a research paper, project, etc.) for which students have to budget their time and effort is also a part of the homework process. Assignments can require reading, writing, studying, even just thinking.

Homework is to be completed on time unless excused for a valid reason, such as illness. Excused assignments are to be made up promptly. All students in grades 3-8 should have a method for recording assignments and are expected to utilize it on a daily basis. Parents are encouraged to check student assignments nightly.

Student Records

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

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

The Superintendent-Principal is custodian of all records for currently enrolled students at the Sherman School as well as for those students who have withdrawn or graduated. Records may be reviewed during regular school hours upon written request. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

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

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

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

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

Copies of student records are available at a cost of 50 cents per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about

the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

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

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

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

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605. The district's HIPPA Privacy Officer is Jeff Melendez, Superintendent-Principal.

ELEMENTARY PROGRAM

Preschool (S.A.I.L.)

The Sherman School integrated preschool, S.A.I.L. (Sherman Activities In Learning,) services special education and general education preschoolers ages 3-5. The goal is to provide an integrated setting where students with special needs and general education peers can share a preschool experience. The program's curriculum is developmental and includes activities such as play, circle time, art, music, movement, and story time. Each integrated preschool class will be a combination of three and four-year-olds. Beginning with the 2019-2020 school year, the program will be a universal preschool program available to all Sherman residents. General education preschoolers who attend are charged \$225.00 tuition each month, September to June. Students must be 3 or 4 years of age by September 1st to enter this program.

Kindergarten Program

Our kindergarten program recognizes that incoming students arrive with quite a range of abilities, yet there are distinct benchmarks for a child's social and academic performance. Our comprehensive curriculum places a clear emphasis on continuing development of strong language, reading and writing abilities, and math skills essential for ongoing success the program runs from 8:25 AM until 3:15 PM and promises to be an active, exciting and growth-filled year.

Grades 1-5

The elementary grades are what truly build the foundation of learning for all children. Here at The Sherman School we engage and challenge each child to achieve high standards of academic performance in all areas of the curriculum through serious and sustained effort. We strive to provide our children with rigorous learning experiences that include clearly defined expectations, relevant content, and differentiated instruction. Our elementary level teachers pride themselves on working collaboratively with parents to educate their students to become intelligent, resourceful, and productive members of our community.

MIDDLE SCHOOL PROGRAM

Upon entering sixth grade, students become a part of our middle school. This is an opportunity for students to gain greater independence. Students will participate in a wide array of student activities including: school dances, color team, student government, and athletics.

Middle School Dances

Each year, there are four dances that are sponsored by the Sherman School. They are held in the multi-purpose room and run from 7:00 PM until 9:00 PM. Drop-off and pick-up occurs on the lower playground and students are required to sign-in upon entry. Once a student enters the dance, they are not allowed to leave unless they are going home. Additional dances may be held as an 8th grade fundraiser.

Color Team Captains

Eighth graders volunteer to participate in leadership as Color Team Captains. Their role involves developing, coordinating and carrying out school wide activities meant to build community and foster Sherman School's Core Values of Respect, Responsibility, Courage and Honesty. With the support of two middle school advisors, they have lead activities with their buddy classes for Veteran's Day, Valentines for Vets, Matthew's Hearts of Hope and Earth Week.

Field Trips

Throughout the year, the students at each grade level attend various field trips to supplement our educational programs. These trips provide an experience that is impossible to duplicate in school. Guidelines for each trip have been established and will be shared in writing and verbally before each trip. It is the responsibility of the teacher to choose those staff or parents who will attend the trip.

Student Government

Student Council is a student-based, civic organization designed to help promote school spirit and leadership among students. Students participating in all levels of the Council will maintain a high standard of personal conduct. Council members will demonstrate leadership qualities by serving as good examples of behavior through their words and actions. All Council members will be expected to participate in approved activities, which will serve to enhance the quality of both the physical and behavioral environment of the school. Representatives are elected from homerooms in grades six through eight, and elections are held for the position of President, Vice President, Secretary and Treasurer.

The purpose of student council is:

- To develop positive attitudes and to practice good citizenship;
- To promote harmonious relations throughout the entire school;
- To improve student/faculty relationships;
- To improve school morale and general welfare;
- To provide a forum for student expression;
- To plan special events or projects.

Benefits of being involved in student council include: opportunity to improve reading and writing skills, gain experience in public speaking, and learn how to make a positive impact on school and community environments. In addition, student council serves as a chance to meet new friends and work with a wide variety of people.

President's Award for Academic Excellence

This award is given to those students in grade eight who demonstrate academic success in the classroom. To be eligible, students must meet the following requirements:

- Grade Point Average: Students are to earn at least an A (93% or above) yearly average in each academic class for all of seventh grade and the first two trimesters of their eighth grade year. If applicable, students must have at least an 85% or above average in each of the first two trimesters of eighth grade Algebra.
- CT State Mandated Assessment: Students are to achieve a level 4 on one portion (either ELA or Math) and at least a 3 on the other portion of the Smarter Balanced Assessment in their seventh grade year. Please be

advised that given the criteria for this award, refusal of the Smarter Balance Assessment will disqualify a student to be eligible to receive this award.

Athletics

The Sherman School fields competitive athletic teams for its sixth, seventh and eighth grade students. Teams in soccer, basketball, track and field, baseball, and softball, compete against schools in neighboring towns. The Sherman Spirit Team is open to students in grades six - eight and provides cheerleading experience. An Athletic Handbook is provided for any student participating in competitive sports.

Fine Arts

The Sherman School offers a variety of opportunities for students to take part in the Arts. Each year we offer students the opportunity to perform on stage in a play and in the school's variety show. Students who are adept in the visual arts will shine in our school's Art Show and the Scholastic Art Awards.

Chromebook Agreement, Google Apps Account, and Acceptable Use Policy

The Sherman School is fortunate to have technology readily available for staff and student use. Specific policies and guidelines are in place to ensure that these resources are used responsibly. Please refer to the school's website for details.

HIGH SCHOOL PROGRAM

Sherman students, who are of high school age, have a variety of choices as to which high school they attend. Our designated high school is New Milford High School, however, parents and students may choose to attend another of the following schools: New Fairfield High School or Shepaug Valley High School. In addition students may apply to either of the following: Shepaug Valley High School Agriscience Program or Henry Abbott Technical High School. Please contact our School Counselor for more information regarding the selection process.

SPECIAL AREA PROGRAMS

Art

The Sherman School art program is designed to be sequential in nature. The specific activities are accompanied by objectives, which will permit the student to experience and appreciate a variety of art forms. Manipulative objectives deal primarily with motor development and hand-eye coordination where the intrinsic objectives are those which the student will internalize. The three main components of the art program are drawing, painting and color, and print making.

Library/Media Center

The Sherman School has a well-equipped and stocked library which is available as a resource to all staff and students.

Educational Technology

Students receive a weekly special called Educational Technology where they will be exposed to a continuum of skills in digital literacy. Students will learn how to write code, program robots and will have opportunities to explore their interests and passions in the field of technology. Grades K-5 have access to iPads and every student in grades 6-8 is issued a Chromebook.

Vocal and Instrumental Music

The Sherman School offers a vocal and instrumental music program. The program is based on a systematic skill of building music awareness, appreciation, and theory. The overall objective is to instill a lifetime enjoyment of music. The objectives of the instrumental program are as follows:

- To promote the development of correct playing habits, with emphasis on posture, holding position, embouchure, breathing, tonguing, good tone production and intonation;

- To carefully and gradually develop music fundamentals;
- To instill good listening habits;
- To develop an awareness of responsibility to the group and pride on achievement;
- To provide for individual growth in each student in personality, musicianship, and technical facility;
- To develop an awareness of the aesthetic value of music.

Physical Education

The Sherman School has a comprehensive physical education program. The program is based on a continuum of skills, which permit each student to develop an awareness of basic and more complex movement skills. This learning is enhanced through the use of ability-appropriate equipment.

- When your child has physical education, please send or have your child wear sneakers to school. Inappropriate attire will keep your child from participating and may impact their progress.
- If you feel your child should not participate in physical education on a certain day due to illness or injury, please send a note. A doctor's note is required for a long-term exemption from physical education. Please indicate the specific problem so that the physical education specialist can arrange an alternate activity for your child.
- Please inform us if there are any restrictions or related medical data which would interfere with your child's participation in the normal activities of physical education.

Health

The Sherman School offers a health education program for K-8 students who receive instruction by a certified health teacher once per week. The program plays a critical role in teaching students the knowledge and skills needed to promote health and prevent disease.

CORE SUBJECTS AREAS

Common Core State Standards or CT Core Standards

The Sherman School curriculum is aligned to the Common Core State Standards (CCSS). The Common Core State Standards (CCSS) are a set of academic standards in mathematics and English language arts/literacy that are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need in these core subjects to succeed after high school.

Smarter Balanced Assessment

The state mandates assessments in the subject areas of English language arts and mathematics using the Smarter Balanced (SBAC) Assessment in grades 3-8 as well as in science in grades 5 and 8 using the Next Generation Science Standards (NGSS) Assessment. The SBAC and the NGSS Assessment are both administered on computers. These assessments are designed to measure skills in reading comprehension, writing, mathematics, and real-world science questions that require students to demonstrate that they truly understand the content.

To find more resources specifically for parents and guardians, including ways to help your child with the new standards at home, please visit CTCoreStandards.org or <https://www.nextgenscience.org>.

STAR Assessment

Students in kindergarten through grade 8 will be administered STAR assessments in Early Literacy Skills or Language Arts and Math in the fall, winter and spring. The STAR assessments provide interim data to set goals, and in-depth reports for screening, instructional planning, progress monitoring, and Common Core State Standards benchmarking. Educators

have immediate access to skill-specific, actionable data to target instruction and practice, and to assist in identifying students in need of intervention. It typically takes a student 20-30 minutes to complete each assessment.

Reading and Language Arts

The Sherman School's basic and interacting goals for reading and language arts instruction are to advance student competence in reading and listening, in oral and written expression, and to nurture positive attitudes toward reading and the effective use of language. Our language arts program encompasses communication skills, across subjects, and includes reading, writing, listening and speaking. We incorporate a reader's and writer's workshop model.

Mathematics

The Sherman School utilizes the Bridges in Mathematics program in grades K-5. Bridges in Mathematics is a comprehensive program that equips our teachers to fully implement the Common Core State Standards for math in a manner that is rigorous, coherent, engaging and accessible to all learners. It focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigations and open exploration.

The Sherman School middle school uses the Big Ideas math program including its online resources. *Big Ideas Math* is a research-based program providing a rigorous, focused, and coherent curriculum. The program balances conceptual understanding with procedural fluency, as research shows that students benefit from equal exposure to discovery learning and direct instruction. In eighth grade, students may be recommended for placement in Algebra.

Algebra Placement

We know that math placement is an important consideration for an eighth-grade student. Our goal is to make the placement process as mathematically sound as possible so that students are placed in classes in which they will be most successful. Therefore we have analyzed data that we have collected for the last several years to determine criteria for placement that have been the best predictors for success in algebra. According to our data, the successful algebra student typically fits the following profile:

- Strong Effort/Student Skills such as note-taking, homework completion, class preparedness, participation, organization, self-advocacy habits
- 7th grade math final grade of 92% or higher
- Algebra Readiness Test score of 34 or higher
- Algebra unit post test score of 3.5 / 4 or higher
- 6th grade math SBAC level 3 or higher

As always, each seventh grader will be considered individually and holistically. Students who match this profile will be considered for placement in algebra. Please know that no single criteria will determine whether or not a student is placed in algebra.

Because our vision is to support students to be self-directed and embrace challenges, we feel it is important for students and parents to have the opportunity to request placement in algebra. A request form can be found on our website. The administration, in conjunction with the middle school math team, will review all of the information we have regarding each student and will make a final placement decision.

Realizing that students who were placed into algebra may find that they are not ready for the pace and conceptual level of the course, we will consider requests to move out of algebra up until the end of the first unit of study.

Students will be notified of their math placement for eighth grade before the end of the school year.

Social Studies

The Sherman School social studies program emphasizes the concepts of sociology, anthropology, geography and history. We expose students to primary sources, current events, and a variety of important social studies concepts. Students are encouraged to take perspective of people from various cultures and time periods in order to gain a better understanding of the world from their lenses.

We are in the process of aligning our curriculum to the CT Social Studies framework. The CT Social Studies framework includes four major disciplines in social studies—civics, economics, geography, and history, each of which should be found in all social studies courses. CT Core Standards are integrated into each section of the social studies framework at each grade level. The inquiry process is absolutely critical for effective student understanding of history, geography, civics, and economics, and is emphasized throughout this frameworks document. Inquiry should guide the teaching of social studies at all levels.

Science

The Sherman School science program includes experiences in life, physical, and earth science. The life area covers plants, animals, ecology, and the human body. The physical science area presents concepts in matter and energy. Earth science includes lessons in the earth, space, and weather.

We are in the process of aligning our curriculum to the *Next Generation Science Standards* (NGSS). The standards describe important scientific ideas and practices that all students should learn by the time they leave the 12th grade. The standards integrate three important dimensions: science and engineering practices, disciplinary core ideas, and crosscutting concepts. The *Next Generation Science Standards* establish learning goals in science that will give all students the skills and knowledge they need to be informed citizens, college ready, and prepared for careers.

Spanish

Our Spanish program presents grade 6-8 students with an opportunity to become knowledgeable in Spanish culture, vocabulary and grammar.

In grade 6, students are introduced to the Spanish language and its culture in this Spanish Level I course. Students learn introductory vocabulary and basic information, and begin to conjugate verbs and create language on their own without using memorized phrases.

In grade 7, students continue in the Spanish Level I class by hearing, reading, writing and speaking the language on a daily basis. They have learned to conjugate regular and irregular verbs and can communicate messages discussing interests, making plans, and more. Students can also decode and read related authentic texts and audio samples.

In grade 8, students continue reading, writing, hearing and speaking the language. Their writing is much more expansive with a focus on cultural comparisons. Grammar concepts taught are more in depth and many are Level 2 concepts.

Executive Functioning

Students in grades 6-7 will receive instruction in Executive Functioning once every six days for a single class period. This program is co-taught by general education and clinical support staff.

Exploration Period (XP)

We want our students to become the best possible version of themselves. For this to be achieved, students need to be given opportunities to explore their interests, to practice how to be self-directed, to think critically, to experience failure, and to not give up when faced with challenges. Our Exploration Period (XP) for students in grades 4-8 is intended to provide those opportunities. XP Courses take place on Monday, Wednesday, and Friday from 2:30-3:15; Enrichment Courses: Advanced Art, Band, Chorus and Extended Learning Time (ELT) take place on Tuesday and Thursday from 2:30-3:15. Please visit our website for more information.

Enrichment Period

In addition to the Monday, Wednesday and Friday XP Courses, each student in grades 4-8 will also enroll in two of the four available "Enrichment Courses" which are: Band, Chorus, Advanced Art and Extended Learning Time (ELT) on Tuesday and Thursday. Please visit our website for further details.

SPECIAL SERVICES

SRBI (Scientific Research-Based Intervention)

SRBI is a framework used for students who are not performing adequately based on standards. Students receive intervention at the time of need. Data, for example taken from the STAR assessment, is used to determine appropriate instruction and monitor students progress, which helps to make educational decisions about further interventions.

Limited English Proficient (LEP) Students

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

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after school assistance, homework assistance and tutoring. After 30 months in a bilingual program, students will not be offered additional bilingual education.

Special Education

The school provides a program for students with identified special needs. The special needs are addressed in an Individualized Educational Program (IEP) which is developed by the Planning and Placement Team (PPT). Please contact our Director of Special Education if you have any questions or concerns.

Psychologist

The school employs a part-time psychologist. This professional is instrumental in assisting the staff and parents in their efforts to develop and carry out effective individual instructional programs. The psychologist will administer formal tests and interpret the results so they can best be used to develop educational progress. Counseling is offered, as needed.

School Counselor

The school has a full time Middle School guidance counselor who works with individual or groups of children in counseling sessions. The counselor also helps to plan effective life skills programs for grades 6-8.

Speech and Language Pathologist

The Speech and Language Pathologist provides services for identified students in this area. This specialist also screens students and assists the staff and parents in understanding the effects of language and its relationship to other curricular areas.

Occupational and Physical Therapy

Our physical and occupational therapists are key members of a collaborative multidisciplinary school team. They support a student's ability to participate in desired daily school activities, support their academic achievement, promote positive behaviors and help to prepare them for further education. They collaborate with the education team to design and implement programming to maximize inclusion and accessibility. School-based physical and occupational therapy is available for students who are eligible for special education. Eligibility is determined through the IEP or 504 process.

HEALTH AND SAFETY

Allergy Procedures

As one school and community dedicated to serving the needs of the children in our care, we have a collective responsibility to ensure that we establish an environment that is safe and conducive to learning. As an administrator, I have a responsibility to ensure that procedures are instituted that mitigate the risk of harm to our students and that reasonable accommodations are made to ensure this goal is met. As a parent, we ask that you support and follow our rules and procedures, trusting that they have been developed fairly, thoughtfully and carefully for the benefit of all involved.

Please note the following:

Bringing Food into School

All students, staff, parents and visitors of the Sherman School are prohibited from bringing food containing peanuts or tree nuts as we are a peanut and tree nut-free campus.

Food Consumption in the Cafeteria, Classrooms and on Buses

- The sharing of food during lunch and snack time is prohibited.
- All parents and guardians are required to sign a “Shared Food Consumption - Denial or Permission” form online which will determine the extent to which your child may or may not partake in communal food sharing during special classroom events and/or celebrations.
- Consuming food on the bus is prohibited.

Washing and Wiping Hands

- Handwashing with soap and water is the best method for removing traces of peanut and tree nut residue which may have resulted from food which contains peanuts or tree nuts being consumed at home. Therefore, we ask that all students, staff, parents and visitors wash their hands before entering the school.
- To maintain a healthy environment, all students and staff should also wash their hands after eating to remove food residue. When hand washing is not feasible, wipes will be available and should be used.

Celebrations

- At the discretion of the teacher, and in accordance with the above-mentioned procedures, food is permitted during curriculum-based events and celebrations. Only those students whose parents have granted permission for food sharing may partake. Such celebrations should be communicated in advance to ensure an opportunity for those parents wishing to send in an alternative food item to do so.

In addition to these general practices, appropriate accommodations will be made for individual students with documented allergies.

Should you have any questions or concerns regarding these procedures, please do not hesitate to contact Jeff Melendez, Superintendent-Principal.

Security

A safety drill or actual emergency can occur at any time. As a visitor, we want to ensure that you have details regarding what to do in the event of a drill or an actual emergency. Please note the following information:

Lockdown - in this instance, the announcement will be made “We are in lockdown” or if it’s an extreme emergency an alarm will sound. Please be sure to step into the closest open room, close and lock the door, silence your phone or device, and remain silent and in place. If you are not with your child, do not travel through the building to find them. Remain in place until notified that the area is “all clear.” Disregard the fire alarm unless you specifically see smoke or fire. If extreme life-threatening danger is perceived, be prepared to exit through any means and be prepared to defend yourself.

Evacuate - If the fire alarm should sound while you are in the building, please leave the building through the nearest exit point. If you are not with your child, do not travel through the building to find them. Once outside the building, check in with your child’s teacher or an administrator.

Extreme Weather - An announcement will be made over the intercom, “Shelter in Place.” The announcement will specifically refer to what weather is occurring (hurricane, tornado, earthquake, etc.). For any emergency with high winds, all staff will leave the classrooms and face the lockers in each hallway. Stay away from all windows. If the emergency is an earthquake, hide under a desk or table until the incident has ended. If you are not with your child do not travel through the building to find them.

Secure the School (threat outside the building) - An announcement will be made over the intercom, "We have secured the school." The school day may continue as normal; however, no one may enter or leave the school during this time. All windows will be closed, and all doors will be locked. Outdoor recess and other activities will be suspended while the school is secured.

Area of Reunification - Should there be an emergency where our staff and students need to quickly evacuate the building from an immediate threat, the reunification point and parent pick-up will take place at Holy Trinity Church. You will receive further instructions as needed.

Health Services

The health services program at The Sherman School is planned to provide care for emergency injuries and sickness, to prevent and control communicable disease, to provide general health examinations and services, and to work with parents and teachers to provide a healthful physical and emotional environment for all students.

The Health Office is supervised by a registered nurse and equipped to provide care for injuries and sickness. If further care or treatment is required, parents are called, and the children are sent home or to a doctor. Limited facilities are available for children to rest for a short time when they do not feel well. Injuries incurred at home should be seen by a physician.

Guidelines for Sending Your Child to School

- Fever – Please do not send a child to school with a fever. A child must remain at home 24 hours after a fever has subsided without medication. Please do not give your child Tylenol or Motrin in the morning and send them to school doing so will only mask symptoms.
- Cold and Cough – If your child has a bad cold and/or cough, a persistent runny nose or sneezing, please have your child rest at home until symptoms subside. If your child suffers from allergies, please remember to give meds as ordered.
- Rash – Please do not send your child to school with a rash. Please consult your doctor. Rashes must be diagnosed and determined non-contagious and your child may only return to school with a doctor's note detailing diagnosis and treatment. The child must remain at home if the rash is diagnosed as contagious.
- Vomiting/Diarrhea – Your child should remain at home if he/she has had these symptoms the night or evening before. Your child may return to school if there is no vomiting or diarrhea for 24 hours and they are feeling better (no nausea, no cramps) and are eating normally.
- Chicken Pox – Please keep your child home from the initial onset of chicken pox until all lesions are dry. A doctor's note with diagnosis must be presented upon return to school.
- Conjunctivitis – A child diagnosed with conjunctivitis should stay home until there is no discharge and the eye no longer appears pink. Your child may return to school 24 hours after eye drops have begun. Please report contagious conjunctivitis to the nurse.
- Strep – A child diagnosed with strep must stay home for 24 hours from the start of medication. Please report strep to the nurse.

Administration of Medicinal Preparations

All medicinal preparations, (both over the counter and prescribed) must be administered by the school nurse according to the written order of a licensed physician and the written authorization of the parent or guardian of the students. The prescribed medication to be administered must be delivered directly to the school by the parent and must be delivered and dispensed from a container properly labeled with the name and strength of medication, name of patient, his/her physician, the date of the original prescription and directions.

The school shall keep a record of the administration of medicinal preparations in a book with pages numbered consecutively showing in each case the date and time of administration, the name of the student, the kind and quantity

of medicine, the name of the prescribing physician and the signature of the authorized person administering the medicinal preparation.

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

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

Lice

If lice is found, the child's parent will be called. In addition, a letter will go home to the entire school indicating the grade level where lice was found. All students within that grade will be screened for lice as a precaution.

Epi-pens

As a result of Public Act 14-176, schools are required to maintain EpiPens for the purpose of providing first aid to students who experience allergic reactions even if the student does not have a prior written authorization for the administration of epinephrine. Under the revised law, a student's parent or guardian may submit a written directive to the school nurse to prohibit the administration of epinephrine to such student.

Psychotropic Drug Use

School personnel is prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers, and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the Sherman School District is prohibited from requiring a child to obtain a prescription before he or she may attend school, be evaluated to determine eligibility for special education or receive special education services.

Automatic External Defibrillator (AED)

The Sherman School is equipped with two automatic external defibrillators (AEDs) and personnel have been trained in the AED operation as well as cardio pulmonary resuscitation (CPR). The AES and trained personnel will be available during the school's normal operational hours.

Fire and Emergency Drills

In compliance with state law, emergency drills are conducted on a regular basis. Students are expected to follow all directions during these exercises and, when appropriate, to exit the building in a quiet and orderly fashion. Attention and cooperation are of the utmost importance. The Sherman School practices a variety of drills including fire, lockdown, weather-related, earthquake, and building evacuations. Also, remember that falsely pulling/causing a fire alarm is a serious criminal act and the school will proceed with legal action if necessary.

Child Abuse, Neglect and Sexual Assault

All school employees, including teachers, superintendent, administrators, coaches, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists and nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Family Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive annual training in their use.

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

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

Pesticide Information

The Sherman School District is required by Connecticut General Statutes to issue a statement of policy regarding the application of pesticides at schools and on school grounds. This statement of policy shall be made to all staff and to all parents or guardians of students enrolled in schools under the control of the Sherman Public Schools at the beginning of the school year.

An Integrated Pest Management Plan is in place for the Sherman School District. This plan requires that alternative methods be employed prior to using a 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.

Connecticut General Statutes also allow for the notification of staff, parents and guardians of students prior to the application of a pesticide. All parties will be notified via email at least twenty-four (24) hours prior to any pesticide application. If you would like to be notified by mail please contact the office.

Questions regarding the Sherman School District's policy for pesticide applications may be addressed to Mr. Brian Kalkreuth, Assistant Principal of the Sherman School.

Asbestos

Legislation requires that all school buildings be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The Sherman School maintains file plans showing the location of asbestos and the measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made by contacting the Main Office.

Smoking

Smoking or the use of tobacco products, including e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity are strictly prohibited by state and federal law.

BEHAVIORAL EXPECTATIONS

Positive Behavioral Interventions and Supports (PBIS)

Our Sherman School community embraces Positive Behavioral Interventions and Supports. PBIS is a framework uniting us with a common language, common expectations and common experiences. All students are taught "The Sherman Way" of living out our Core Values of Respect, Responsibility, Honesty and Courage. In all grades, teachers walk their students through "Sherman Expectations" of behavior in the classroom, hallway, bathroom, cafeteria, at recess and on the bus. Subsequently students are randomly recognized for displaying positive behaviors. Naturally developing the habit of positive behaviors takes many mini-interventions and recognitions using a common language.

Code of Conduct

A code of conduct has been developed for the Sherman School with input from a wide variety of constituents. Please refer to the Sherman Website for a copy of this document. Please also note that all parents and students are expected to review the Code of Conduct and the Safe School Pledge with their child, and electronically sign an acknowledgement.

Safe School Climate Plan

This document represents a comprehensive approach to addressing bullying and cyberbullying, as well as inappropriate behavior, and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening and responding to incidents of bullying and inappropriate behavior.

Student Investigations

There may be times when an issue may occur which directly impacts student safety. In order to gather all the facts and help to determine the course of action, an investigation may be required. While conducting an investigation, the Administration may need to call students to the office in order to gain further perspectives on all the events leading up to the student issue. During this process, parents will be notified if their child has been called to the office to provide any information.

Discipline

It is impossible for teaching and learning to take place in a classroom unless good order is maintained. Students must adhere to a code of good behavior not only for their benefit, but for the benefit of others as well. The Sherman School Code of Conduct is given to each child at the beginning of the school year. This information should be reviewed and the acknowledgement signed and returned.

Bullying

Bullying behavior by any student at the Sherman School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student, or a physical act or gesture by one or more students repeatedly directed at another student attending school, that:

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

In accordance with Public Act 11-231, *An Act Concerning the Strengthening of School Bullying Laws*, our school has developed and adopted a Safe School Climate Plan which is available on The Sherman School website. If you would like a hard copy of this plan, please contact our main office.

If individuals or parents suspect that they or any students may be the subject of bullying, they should promptly contact the Safe School Climate Team. Members of this team are:

- Mr. Brian Kalkreuth, Assistant Principal and Title IX Coordinator,
- Dr. Belinda Badger, School Psychologist,
- Ms. MariJo Ficca, Middle School Counselor.

Attendance and Behavior at School Functions

Student behavior at school sponsored functions, both off and on school grounds, shall reflect the high standards of behavior and respect for property and the rights of others as fostered at home and the Sherman School. Behavior by students or others, which is contrary to the above statement, will lead to immediate removal from the premises or will mean a loss of privileges for future activities.

Illicit Drugs and Unlawful Possession of Alcohol by Students

The possession and use of illicit drugs, controlled substances, and alcohol by any student is a clear violation of state, local, and federal law. Violation of the law by any student will lead to immediate suspension from school and loss of all school activity privileges. Parents will be notified of such an action by their child and referred to the appropriate agencies for support.

Other Articles Prohibited in School

Students are not to bring any articles, illegal substances, or equipment that interfere with the learning process or are hazards to the safety of themselves or others. Smart phones and small electronic devices are allowed, however, they will be confiscated if used without permission during the day.

Dress Code

Student dress reflects the quality of the home, school, conduct, and school work. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities. Items such as transparent dress, T-shirts which advertise drugs, sexual activity or preference, or present vulgarity are prohibited. The wearing of hats during school hours is also prohibited (except those worn for health/safety or established religious customs). The staff appreciates parental or guardian cooperation in overseeing your child's proper school attire.

The Board of Education encourages students to dress in clothing appropriate to the school situations. The dress and grooming of students is primarily the responsibility of the parents or guardians. Students' overall appearance should fall within the accepted definitions of neatness and cleanliness. Generally, the students are expected to dress and groom themselves in an appropriate manner so as to neither distract other students or teachers, interfere with the educational process, or pose a health or safety risk to anyone.

The following are not suitable or in good taste and should not be part of a student's attire:

- Clothing, which is consistently soiled with grease, oil, paint, or dirt;
- Articles having indecent or inflammatory writing, pictures, slogans, or displaying alcohol or other illegal substances;
- An article of clothing that could cause damage to other students or property (chains, cleats, studded accessories or belts, wristbands, etc.);
- Clothing that is torn, ragged or that has holes;
- Bare feet, (flip-flops are discouraged);
- Shorts and skirts that are inappropriate length; halter tops, tube tops, revealing short shorts, plunging necklines, spaghetti straps, or revealing clothing (midriffs should not be exposed);
- Underclothing worn as outerwear; no garments or parts thereof exposed;
- See-through clothing;
- Clothing or accessories that symbolize membership in a group which could be construed as disruptive to the educational process;
- An article of clothing that covers any part of the face or head, including hats, bandannas and all other types of head coverings, except those worn for health/safety or established religious customs;
- All non-prescription eye wear except for health/safety reasons.

The above list is not all-inclusive.

Students wearing inappropriate attire will be advised of the adjustments, which must be made. If the student fails to make the necessary changes, the parents/guardians will be notified, and disciplinary measures shall be taken up to and including suspension, per the code of conduct.

Smart Phones in School

Students in grades K-5 are discouraged from bringing any smartphones or hand-held devices to school. Middle school students may bring them to school however they are not permitted to use their phones during lunch and recess, as we encourage face-to-face socialization. During this time a student may request permission from a staff member to contact a parent or check their phone if needed. Students are prohibited from playing video games on their phones during school hours. If a student violates this agreement they may lose the privilege of having their phone for the remainder of the day. Should this occur, the student will need to pick up their phone in the main office at dismissal. All

devices brought from home that use the network of The Sherman School are subject to the district's acceptable technology use agreement.

Temperature Guidelines for Indoor vs. Outdoor Recess

If the outside temperature is 20 degrees or below, or the wind chill factor is 15 degrees or below, children will not be permitted to be outside for recess. Other factors, such as the conditions of the field and playground may need to be considered.

Rules for the "Pirate Ship" Playground

- No sports involving bodily contact are allowed.
- No ball playing.
- Throwing of snow or woodchips is not permitted.
- Gentle touch tag is permitted on level areas; not on equipment.
- Jumping off high equipment is not allowed.
- Climbing is only permitted on the Pirate Ship.
- One at a time on the slide, going in the down direction, seated only.
- No standing on the ledge near the preschool swing.
- All children should be included in play.

Rules for the "Lower" Playground

- No sports involving bodily contact are allowed.
- The use of hard and /or leather covered balls or Frisbees is not allowed.
- Balls are permitted at the discretion of the person on duty and are to be used on the grass area.
- Throwing of snowballs or woodchips is not permitted.
- Playing tag is allowed on the paved area and not on or near the equipment.
- Jumping off high equipment is not allowed.
- Doing flips on the curved or straight bars is not allowed.
- Only 3 people are allowed on the spinner at a time.
- Touch football may only be played on the grass.
- All children should be included in play.
- No MP3 players (electronic devices) allowed.

Rules for the "Veteran's Field" Playground

- Students will be walked down to the field and walked back up in a single file line.
- Playground equipment may only be used when town residents are not present.
- Basketball may be played on the basketball courts.
- One half of the soccer field should be used for soccer.
- One half of the soccer field should be used for other games.
- The large baseball field should be used for kickball or Wiffle ball.
- The outfield of the large baseball field may be used for other games.
- No one is allowed to walk the track.
- No one is allowed in the gazebo or on the hill.

Toys and Trading Cards

In general, toys should not be brought to school since they are often disruptive to the classroom. At times teachers do allow students to bring in toys to school as part of their classroom incentive programs, or as a special privilege. Teachers will communicate these exceptions to parents. Trading cards are allowed, but can only be used during recess and should not be taken out during lunch. Ultimately, we encourage our children to understand the value of responsibility, especially with their own personal belongings. The Sherman School will not be responsible for lost or broken toys or trading cards.

Pictures and Videos Within the School

Students are prohibited from taking pictures or videos with their smartphones without the permission of a teacher for use in class. If parents would like to opt their children out of any videotaping or photography within the school a form must be completed online.

Transportation Safety Complaints and Procedures

All concerns regarding school transportation safety should be made to Mr. Brian Kalkreuth, Assistant Principal. A written record of all complaints will be maintained and an investigation of the allegations will take place.

ODDS & ENDS

Purchasing Lunch Using Debit System

Using the PowerSchool parent portal, parents can pay for their child's lunches through a computerized debit system. You can deposit any amount of money at any time into your child's account. In the event that your child's account is "overdrawn," he or she will receive their lunch and any outstanding balance will be deducted later from new deposits. You can check the balance in your child's account by going to the PowerSchool Parent Portal (<http://shermanschool.powerschool.com/public>). The parent portal is also where you can set an email reminder when your student's balance is low.

If you prefer to send payments to school please make a check payable to "Aramark" enclosed in an envelope. Label it with your child's name, lunch number and homeroom and instruct your child to hand it to their homeroom teacher. The cost for a lunch is \$3.20. Lunch will not be served on early dismissal days.

Please note that we are unable to restrict purchases. It is recommended that parents speak with their child regarding what they may or may not purchase.

Use of Microwaves in the Cafeteria

In accordance with the town Fire Marshal, microwave appliances are classified as high-hazard contents; those that are likely to burn with extreme rapidity or from which explosions can occur [CT Fire Safety Code 6.2.2.4]. Therefore, microwaves are not permitted for student usage in the cafeteria. Since support staff's main responsibility is to supervise students during lunch, we can no longer permit support staff to warm up a student's meal during lunch time. If your child prefers to eat a hot lunch, please either purchase one from the cafeteria, or consider using a thermos.

Free or Reduced Lunch

Free or reduced priced lunches are available to students who qualify under USDA guidelines. Applications are emailed home at the beginning of the year and can be obtained anytime during the school year from the main office. A new application, with supporting documentation, must be provided each year. Free or reduced priced meals will not be provided unless financial needs have been confirmed.

Teacher and Paraprofessional Qualifications

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

Lost and Found

All lost and found items shall be sent to the cafeteria. Clothing, boots, lunch boxes, etc., will be on display in the cafeteria. Small items, such as jewelry and prescription eyeglasses, shall be kept in the office. Unclaimed lost and found items are given to the SPTO for the fall and spring clothing drive.

Lockers

When students are assigned a locker, it is expected that it will be kept neat and orderly. School authorities may search a student's locker and seize any illegal materials. When a student's locker is to be searched, the student will be notified and given the opportunity to be present during the search.

Birthday Party Invitations

We should all remain sensitive to the fact that being left out, if invitations are passed out in school, easily hurts children. Therefore, we do not feel it is appropriate that the school be involved in outside celebrations. It is also a Board of Education policy that we cannot provide addresses and/or phone numbers of students. It is recommended that you use the directory created by the SPTO annually as a resource.

APPENDIX

Code of Conduct (Preschool - Grade 4) and (Grades 5 - 8)

Communication Plan

Safe School Climate Plan

Guidelines for Food Allergy Management

Shared Food Consumption Form

Application for Free and Reduced Lunch

Athletic Emergency Form

Interscholastic and Intramural Handbook

High School Tuition Form