

SHARON CENTER SCHOOL

2020-2021

HANDBOOK

Sharon Center School is a peanut free and canine free environment.

Updated August 2020

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DISTRICT LEADERSHIP

Regional School District #1

Regional School District #1 is organized on a grade Pre-K - 8, grade 9-12 basis. The region is comprised of the towns of Canaan (Falls Village), Cornwall, Kent, North Canaan, Salisbury, and Sharon. Each of the towns has its own board of education which oversees the instructional

programs; in particular, the elementary school. There is also a Regional Board of Education which administers to the Housatonic Valley Regional High School. The board consists of one representative from each local board of education.

Each of the six towns comprising the Region are served by a Superintendent of Schools, an Assistant Superintendent, a Business Manager, a Director of Special Education, and a staff of psychologists, speech therapists, and counselors. The Superintendent of Schools and her/his staff are located in Room 106 of the high school and may be reached at 860-824-0855. The Director of Special Education is located in high school on Warren Turnpike Road and may be reached at 860-824-5639.

Region One Principals

Dr. Karen Manning	Sharon Center School	860- 364-5153 Ext. 303	kmanning@sharoncenterschool.org
Mary Kay Ravenola	Cornwall Consolidated School	860-672-6617	mkravenola@cornwallschool.org
Lexie Juch	Lee H. Kellogg	860-824-7791	juch@kelloggschool.org
Dr. Alicia Roy	North Canaan Elementary	860-824-5149	aroy@nceschool.org
Michelle Mott	Kent Center School	860-927-3537	mottm@kentcenter.com
Stephanie Magyar	Salisbury Central School	860-435-9871	smagyar@salisburycentral.org
Ian Strever	HVRHS	860-824-5123	istrever@hvrhs.org
Steve Schibi	HVRHS, assistant	860-824-5123	sschibi@hvrhs.org

Sharon Board of Education

Mr. Doug Cahill (Board Chairperson)	40 Hoopersfield Drive	860-364-1134	dcahill@salisburybank.com dcahill@sharoncenterschool.org
Ms. Monica Connor	14 Vanishing Brook Lane	860-364-0513	mconnor@sharoncenterschool.org
Mr. Plamen Petkov	142 Knibloe Hill Road	860-364-2079	plamen@plamenpetkov.com
Mrs. Debbie Rathbun	96 Cornwall Bridge Road	646-469-0322	deborah.rathbun@yahoo.com
Mrs. Mandy Thompson	18 Hoopersfield Drive	828-200-9158	mthompson@sharoncenterschool.org
Mrs. Anne Vance	295 Amenia Union Road	860-364-5043	mackaysm@hotmail.com
Mrs. Kathleen Visconti	P.O. Box 1296	860-364-5746	kvisctoni@sharoncenterschool.org
Sharon Representative to Region One Ms. Sarah Cousins	P.O. Box 832	860-364-7492	saracousins@region1schools.org

WHO WE ARE AND WHAT WE DO

The School

The Sharon Center School has approximately 100 pupils enrolled in kindergarten through eighth grade. Art, music, computer, Spanish, and physical education are taught at all grade levels by specialists in those disciplines. Programs for pupils with special learning needs are described under Section 11 entitled Pupil Services. The school is also served by a nurse, psychologist, school counselor, secretaries, teaching assistants, custodians, and cafeteria employees.

Beliefs

- Positive self-image should be fostered in each individual
- Learning is a lifelong process
- Knowing how to learn is an essential skill for success
- A safe and secure environment is fundamental to effective education
- Everyone is a citizen of the world and is responsible for its care and future
- Students must be independent learners
- Education depends on the mastery of basic knowledge
- Honesty, trustworthiness, and responsible behavior are fundamental to any community
- School should respect the integrity of the family
- Learning is rewarding

Mission Statement

The mission of Sharon Center School is to engage students in academic pursuits that result in the highest level of achievement and in the motivation for life-long learning.

Our students will grow in a safe and secure school community where we promote the individuality and unique talents of each student and the importance of responsibility, integrity, and teamwork.

ACADEMICS

Language Arts Program

Language Arts instruction is a workshop model. The balanced literacy instruction consists of shared reading, independent reading, word work (phonics, spelling and vocabulary development), read-aloud, independent writing and interactive writing.

In the reading workshop, students are instructed in the strategies that readers use to make sense of text and to develop a deeper understanding of the text. This understanding includes the author's purpose, bias and theme. The skills and strategies are taught through mini-lessons and are modeled in shared reading and interactive read-aloud tests. Workshop sessions begin with direct teacher instruction,

modeling and student engagement in the day's teaching point. This is followed by independent reading time. During this time, students read "just right" texts. These texts match the student's reading level and interests. While the students are engaged in reading, the teacher holds one-on-one conferences or meets with small groups to work on specific skill areas. Student talk about the books is an important piece of the workshop model. The importance of conversation to deepen personal understanding as well as broaden an individual's thinking is recognized and plays an integral role in this model. Throughout the year the focus of instruction shifts depending on the unit of study.

Writing workshop sessions have a similar architecture. Independent writing time follows the instruction. Students write on topics of interest within the unit of study focus. Students have opportunities to study examples of genres to discover and learn the craft used by the authors. Each unit ends with a project in which students take through the writing process: drafting, revising, and editing. Grammar instruction is taught within the genre units and in conventions units. All units of study are aligned with the Connecticut Core State Standards (CCSS).

In addition to instruction provided to the entire class, students will also receive intervention services as needed. During this time, students will work with a small group on a specific focus area.

Mathematics Program

The Mathematics Program is designed to develop in children an understanding of numbers and the ability to use number operations skillfully, both in and out of school. The mathematics curriculum allows the teacher to select the text and materials which best suit the children. Mathematical concepts and operations are taught through the use of concrete manipulatives, pictorial representations, and symbolic representations.

Throughout the curriculum, emphasis is placed on the children's learning and use of basic computational skills. Concepts and skills are reinforced by applications and periodic time tests. Other topics which are tested throughout the curriculum are measurement, numeration, algebra, and geometry. All grade levels align their units of study with the Connecticut Core State Standards (CCSS).

Science Program

The Science Program offers a continuous progress curriculum in the areas of biological earth and physical sciences. A laboratory approach to teaching enables the students to become proficient in skills and concepts through active participation in the doing of science.

The development of an awareness of scientific principles, careful observation, and the ability to solve problems are the primary goals of the science curriculum. The region uses the Next Generation Science curriculum.

Social Studies Program

The Social Studies Program teaches students about their cultural heritage, the interrelationships of people at home, in the community, in the United States, and in their world, as well as an understanding of our relationship to the land. Good citizenship is emphasized along with a respect for other people's cultures. Geology, topography, and territorial relationships that offset domestic and foreign concerns are emphasized throughout the grades. The region uses the C3 Social Studies curriculum.

Foreign Language

Most students in grades K-8 are involved in a foreign language exploratory course which introduces them to Spanish. Beginning students learn vocabulary, geography, and conversation. They gain an appreciation for foreign cultures.

Seventh and eighth grade students have the opportunity to earn high school credit by completing a sequential two year course, equivalent to the first year of language at the regional high school. They build on skills learned in the earlier grades and add to this foundation an understanding of basic grammar.

Music Program

Sharon students receive musical education throughout their entire school career. Beginning in Kindergarten, students' musical experiences begin with simple but foundational skills of feeling the beat and singing on pitch and gradually progress until students are creating music on their own through singing, dancing and playing in the upper grades. Also beginning in Kindergarten, students learn the art of active listening and are exposed to music from around the world. Musical literacy is an important component of their education starting in second grade. Beginning in fifth grade, students may elect to study a band instrument in small group lessons.

Art Program

The art program at Sharon School is instrumental in the development of personal expression, creative problem solving, visual/spatial learning, perceptual skills, fine motor coordination, and technical skill building. The hands on approach gives students the opportunity to develop and implement ideas based on projects that relate to art in a historical context as well as the ever evolving world at large. The aim of the program is not only to teach students how to create various types of art, but also how to look at it and be able to formulate opinions and participate in discussions around it. The importance of having a strong art program is recognized by Regional School District 1 and is evident in its art curriculum.

Art history, aesthetics, art criticism, and art production serve as the base for lessons, and the elements of art and principles of design are integrated within each unit of study. This process-oriented approach allows students to develop original ideas, learn how to use materials, and then to reflect upon their work and the work of their classmates. Some of the different types of art media covered include drawing, painting, printmaking collage, sculpture, bookmaking, and mixed media. Technology is available and often integrated into the art making process.

Field trips and visiting artists are frequently incorporated* into the curriculum in order to provide further enrichment to the goals and standards of the Sharon Center art program. Museum visits, visiting artists, and using technology in the classroom are an integral part of the learning experience. Additionally, art is often applied across the curriculum in collaboration with academic subjects and disciplines to complete the circle of learning. (*This information will be revisited at the midyear pending additional information on the status of the COVID 19 pandemic.)

Although art can be subjective, the grading is done objectively. Grades are established on how students meet the specified objectives of each lesson, and the amount of effort that they put into their work. Students who come to art class with little or no background or confidence in art

always find their path to success if they apply themselves. The program aims to challenge students while building on their individuality. In doing so, students are able to express themselves in ways that can develop positive self-concept. To protect clothing, the students are encouraged to wear a smock in class, which is provided by the school.

Physical Education Program

In physical education classes at Sharon Center, we provide all students with a positive experience and set the tone for a lifetime of physical activity. We attempt to create an environment that stimulates students to think, observe, and become aware of the benefits of participating in appropriate physical activities. Each student will have the opportunity to explore various activities and expand his/her knowledge and skills in a positive setting, in which he/she can be successful. This may mean changes in the philosophy of some programs, such as de-emphasizing highly competitive situations, instead emphasizing cooperation and teamwork. The state has established four goals for students:

- demonstrate the skills and knowledge necessary to participate in a variety of activities;
- make decisions to establish and maintain healthy lifestyles to promote individual wellness throughout his or her entire life
- recognize and understand the different effects of physical activity on one's mind and body; and
- develop interpersonal skills and exhibit positive character traits during physical activity.

Computer Program

The computer program is a sequential program for grades early kindergarten through eight. Students are taught skills in computer literacy, and computer applications such as word processing, desktop publishing, databases, and the use of telecommunications. Use of the computer as a tool to foster learning and enhance productivity and creative expression is a primary goal of the computer program as well as integrating the use of computers into other curriculum areas. Students in grades K-8 are provided Chromebooks to use responsibly.

Response to Intervention

Response to Intervention (RTI) integrates assessment and intervention within a tiered intervention system to maximize student achievement and to reduce behavior problems. Faculty and parents can refer students to our Student Success Team in order to implement the intervention steps outlined above. All students who are not meeting grade level expectations in language arts, mathematics or behavior will be provided intervention services.

Library and Media Services

The school Library-Media Center is academically oriented, providing space and resources for research. Instruction in library research is integrated with primary classroom and discipline specific teachers. Our library is centrally located and effectively meets the needs of a K through grade 8 school.

PRACTICE (HOMEWORK) GUIDELINES

I. Philosophy

The purpose of practice is to assist students in becoming self-directed and independent learners who are confident and successful. Practice should extend classroom learning, reinforce independent study skills, and acquaint parents with the work of our students. Our experience shows that learning increases when families and school staff are cooperatively involved in the learning process. We ask that parents supervise their children and regularly communicate with teachers with questions and concerns or compliments.

II. Communication with parents

1. Teachers will review individual practice and grading policies in the first week of classes with each student. Parents will be given practice policy/guidelines at the beginning of the year as they apply to individual subject areas and teachers.
2. We encourage parents to communicate with teachers as soon as possible about practice concerns. Students in grades 3-8 are responsible for using their agenda books to note their practice assignments. In addition to the requirement of writing assignments in agenda books, practice is listed daily.
3. Teachers will notify parents of those students who consistently do not complete their assigned practice. We encourage parents to request a conference at any time if they feel the need to do so.
4. If an occasion arises that your child is stressed or overwhelmed, discontinue the assignment. Notify the teacher with a brief message written on the assignment, voice mail or email.

Middle School (Grades 5-8)

Students/Parents/ Families may check if students owe work by viewing PowerSchool and/or by communicating with teachers. Please contact the main office if you need a PowerSchool login or assistance logging in.

Checklist for helping your child with practice

Make sure your child has:

1. An established homework routine.
2. A quiet place to work with good light.
3. A regular time each day for doing homework.
4. Basic supplies, such as paper, pencils, pens, markers, and a ruler.

Questions to ask your child:

1. What is/are your assignment(s) today?
2. Did you review notes or reread material covered in class?
3. Is/are the assignment(s) clear? If not, suggest contacting a classmate or viewing the teacher web page at sharoncenterschool.org, or contacting the teacher?
4. When is it due?
5. Do you need special resources (e.g., trips to the library or access to a computer)?
6. Do you need special supplies (e.g., graph paper or poster board)?
7. Have you started today's assignment(s)? Finished it / them?
8. Is it a long-term assignment?
9. For a long term project, would it help to develop a timeline?

Other ways to help:

1. Look over your child's homework, but don't do the work!
2. Discuss feedback that was received with your child.
3. Observe your child's style of learning and try to understand how he/she works best (e.g., by using visual aids or by reading some material aloud).
4. Contact the teacher if there's a homework problem you can't resolve.
5. Congratulate your child on a job well done.

III. Student Responsibilities

1. Be prepared for class daily.
2. Utilize the Sharon Center School Agenda to record daily assignments.
3. Keep your materials/homework organized (see your teachers for specifics on organization for each subject).
4. Practice should be neatly presented. Poorly completed practice (i.e. sloppy, inaccurate or incomplete) will be treated as if it is not done.
5. Students are expected to read daily outside of the school day.
6. When absent or missing a class, students are responsible for completing missed assignments. Each teacher will review the proper format

for headings, name, subject, etc.

7. Any student who anticipates difficulty in completing assigned practice should discuss this with their teacher prior to the due date of the assignment.
8. Practice on performance nights – any student who anticipates difficulty in completing assigned homework on the evening of a school performance should discuss this with their teacher prior to the due date of the assignment.

IV. Practice (Homework)

It is recommended that students do not wait until the night before a long term assignment or project is due to **begin** the assignment. Please encourage students to set timelines for long-term assignments.

- Independent reading/shared reading is assigned nightly at all grade levels.
- Compacted 7th grade mathematics and 8th grade algebra students have intensive homework expectations.

V. Evaluation/Grading of Practice (Homework)

1. Students will receive feedback on class work and formative assessments in order to prepare them for summative assessments.
2. Formative assessment or practice grades will not be included in the end of trimester summative grade.

REPORTING ACADEMIC PROGRESS

Reporting to Parents/Guardians

Students will receive a report card three times per year. Although report cards indicate a student's progress in all subjects, parents are urged to meet regularly with their child's teacher to discuss their child's educational strengths and needs. Appointments to meet the teachers can be made calling school at 860-364-5153 or via our website sharoncenterschool.org.

Conferences are scheduled in the fall (October 28 and 29) and spring (March 24 and 25) and/or as needed throughout the year.

Parents of students in grades 5-8 should use the PowerSchool parent portal to view students' progress.

Parents/guardians are encouraged to initiate a conference with their child's teachers at any time.

Grades K-4 Grading Components:

Achievement Grades

- B**-student is beginning to understand
- D**-student is developing an understanding
- S**-student is secure in their understanding
- NR**-not reported at this time

Work Habits and Social Skills (K-1)

- B**-student is beginning to understand
- D**-student is developing an understanding
- S**-student is secure in their understanding
- NR**-not reported at this time

Learner Behavior and Grade Level Expectations (2-4)

- B**-student is beginning to understand
- D**-student is developing an understanding
- S**-student is secure in their understanding
- NR**-not reported at this time

Teacher Comments

Grades 5-8 Grading Components:

Achievement Grades

Grading Scales

Achievement Grades for English/Language Arts, Math, Science, Social Studies, and World Languages

Grade	Descriptor	
A	Advanced Proficiency	Student has independently demonstrated advanced proficiency with the content and skills because summative assessments show accuracy and thoroughness in student's: understanding of content in familiar and new contexts, consistent and/or creative applications of skills, complete and detailed explanations of reasoning, and, when applicable, precise content vocabulary.
B	Secure Proficiency	Student has independently demonstrated secure proficiency with the content and skills because summative assessments show accuracy in student's: understanding of content, applications of skills, complete explanations of reasoning, and, when applicable, appropriate content vocabulary.
C	Basic Proficiency	Student has independently demonstrated basic proficiency with the content and skills because summative assessments show partial accuracy in student's: understanding of content, applications of skills, fragmented explanations of reasoning, and, when applicable, limited content vocabulary.
NYP	Not Yet Proficient	Student's summative assessments demonstrate that the student is not yet proficient with content and skills and needs more practice to independently demonstrate basic proficiency.

Achievement Grades for Art, Music, Computer Science, and Physical Education

Grade	Descriptor	
4	Consistently Proficient	Consistently meets the learning expectations in the specified special subject subject content area.
3	Frequently Proficient	Often meets the learning expectations in the special subject content area.
2	At Times Proficient	Sometimes meets the learning expectations in the special subject content area.
1	Not Yet Proficient (NYP)	Lack of adequate evidence to determine that the student has met the learning expectations in the special subject content area.

NYP

The grade of NYP is assigned to work to indicate that the student has not yet met the District's expectations for student learning and therefore requires additional learning activities to demonstrate the expected learning relative to the learning target or standard. When a student receives an NYP on an assessment, this is an indication that the student needs to participate in learning activities designed to help the student to clarify misconceptions, learn important skills, and master important concepts from the unit of study. A student who earns a grade of NYP will be required to document the learning activities in which they participated to become proficient with the required content and skills and then participate in a summative reassessment on those specific skills and concepts to receive a final grade.

An NYP on one or more summative assessment will result in a NYP in that subject for the trimester. Students have 10 days at the end of the trimester to reassess a NYP to change the grade for the trimester
Reassessments:

- A learning plan (contract) must be in place for the reassessments
- Students with NYPs must reassess
- Students with Cs or Bs may choose to reassess (as frequently as they would like within the trimester window)

Honor Roll* - Grades 5-8

(*This information will be revisited at the midyear pending additional information on the status of the COVID 19 pandemic.)

Subjects are weighted in honor roll calculations based on the number of class meetings across the trimester.

Category	Achievement and Learning Practice Expectations	
	Academic Achievement - Core Academic Subjects and Unified Arts*	Characteristics of a Successful Learner
Highest Honors	<ul style="list-style-type: none">● All As and 4s● No Bs, Cs, or NYPs	<ul style="list-style-type: none">● All 4s● No 1s, 2s, 3s
High Honors	<ul style="list-style-type: none">● A majority of As and 4s● No Cs, 2s, 1s or NYPs	<ul style="list-style-type: none">● A majority of 4s● No 2s, 1s

Honors	<ul style="list-style-type: none"> • A combination of As and Bs and 4s and 3s • No Cs, 2s 1s or NYPs 	<ul style="list-style-type: none"> • A combination of 3s and 4s • No 2s, 1s
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Core Academic Subjects - English/Language Arts, Math, Science, Social Studies and World Languages
Special Subjects - Art, Music, Physical Education, and Computer Science

State Assessments/Federal Assessments

Under the Federal No Child Left Behind Act (NCLB), students in grades 3 through 8 participate in annual assessment. In Connecticut these tests are known as Smarter Balanced for mathematics and language arts and Connecticut Mastery Tests in Science.

NCLB states must have an accountability system to ensure that individual schools make adequate yearly progress (AYP). In the event that a school district as a whole fails to make AYP for two consecutive years, the district must develop a two-year District Improvement Plan.

Parental permission will be requested to administer the National Assessment of Educational Progress (NAEP) test. NAEP is also known as the nation’s report card and it is administered to a sample of students in 4th or 8th grades on an annual basis.

PUPIL SERVICES

Special Education

The State of Connecticut defines special education as “special classes, program, or services designed to meet the educational needs of exceptional children”. Each local school district must provide programs designed to meet the particular educational needs of children whose disabilities have resulted in learning difficulties. Some children who require special education may require not more than occasional support services; some may require two or three hours per day; some may require placement in a special class or even a special school. Each special education child must have an Individualized Education Program (IEP) designed to meet his or her special needs.

Referral for Special Education

A teacher, a child's parents, the school nurse, or the principal can make referrals to the Special Education Department. In most cases before a child is formally referred, the SCS Student Success Team (SST) must meet to review the concerns and help with planning early intervention

strategies within the classroom. If a parent believes his or her child has a learning disability, that concern should be discussed with the student's teacher.

Every effort is made to help a child in the regular classroom before a referral to a Planning and Placement Team (PPT) and possible evaluation can be considered. Referrals are processed through the principal's office and the special education team at SCS.

Special Education Services

The following programs and services are offered at Sharon Center School:

1. a) Special Education Resource Room is for students with specific learning disabilities, social, emotional, physical, and/or intellectual needs.
- b) Special Education services by certified and support personnel in general education classrooms.
2. Speech and Language Services are provided by a speech pathologist that evaluates and instructs students with disorders of articulation, oral language, fluency, voice, and/or hearing needs.

Homebound Instruction

Homebound or hospital-based instruction may be provided when a child's medical/physical condition requires a continuous absence from school as documented and submitted by the treating physician. Students who will be out of school due to illness will be provided with materials and homework to keep up with their classes. Parents may obtain these materials through the school counselor or teachers.

The request for homebound instruction should be made to the school nurse and, for special education students, through the PPT. The referral for Homebound Instruction form may be obtained from the school nurse or from Pupil Services. A student may be placed directly on homebound/hospital instruction for medical reasons with a written statement from the student's physician. Please contact the school if you need further information.

REGISTRATION INFORMATION AND STUDENT RECORDS

Connecticut law requires that annually the school district provide you a written notice of your obligations under Connecticut General Statute 10-184. This law requires each parent or guardian of a child five years of age and older and under sixteen years of age to ensure that the child attends school regularly when school is in session – unless such parent or other person shows that the child is receiving equivalent instruction elsewhere.

Pre-School

The pre-kindergarten program is a reverse-mainstream class for three and four year old children with and without special needs. To be eligible for that program, the child, having turned three, must have participated in the school's monthly screening. The results of the screening are shared with the child's family and, if necessary, the child may be referred to a Planning and Placement Team (PPT) so more information can be obtained. Once they have been screened, the child may also enter the program through participation in the lottery system. No Pre-school class at Sharon Center in 2020-21. Eligible students will be serviced at other regional schools.

Early Kindergarten/Kindergarten

We offer an expanded kindergarten program consisting of Early Kindergarten and Kindergarten. All students in both grades must meet the CT requirements to turn 5 years old by January 1. This is an all day program. Our goal is to provide the very best possible Kindergarten experience for your child. Four and five year old students are not always at the same developmental readiness for Kindergarten. Our Early Kindergarten and Kindergarten model allows us working in collaboration with you to determine the best fit for the student. Both Early Kindergarten and Kindergarten will focus on the Kindergarten standards. Early Kindergarten will focus on some of the Kindergarten standards and have more time for play and unstructured activities. Kindergarten will focus on all of the Kindergarten standards. A child who completes a year of Early Kindergarten will enter Kindergarten the following year. There is flexibility between the two grades through mid-November to ensure the best fit for each student. Parents with questions about their child's readiness to enter kindergarten should make an appointment to see the Principal and the kindergarten teacher. Parents of students with fall birthdays may consider placing the child in Early Kindergarten or delaying the start of their school experience.

Mandatory School Attendance*

The Conn. General Statute 10-184 now provides that parents and guardians are obligated to assure that children attend school starting at age five unless they personally appear at the school district office and sign an option form exercising their right not to have their child attend school. At that time, district officials must provide the parents or guardians with information on the educational opportunities available within the district. A parent or guardian who wishes to exercise this option for a child six years of age must follow the same procedures, even if he or she exercised this option on the prior year when the child was five years of age. Please contact the Central Office to complete a form.

*These requirements apply to parents/guardians of in person and distance learning students.

Admission to School

Admission of first grade children who have not had a year of public school kindergarten training will require that such children reach their sixth birthday no later than January 1st of the calendar year in which the school year begins. Admission of children to other grades will involve a consideration of their age, social emotional skills, and previous school records. Placement assessments will be given before the student is assigned to a grade or class as determined by the Principal

Homeless/Limited English Proficient (LEP) /Migrant Students

Homeless, LEP, and migrant students will be provided educational services.

Promotion

Policy adopted by Sharon Board of Education November 8, 2004:

"In matters of promotion, parents, teachers, and the principal will work together to serve the best interest of the student. The final decision, however, will be made by the principal."

Registration Data

Parents should supply the school with resident and emergency information. The names, addresses, and telephone numbers of persons who can be contacted in case of an emergency should be supplied for times when parents cannot be contacted. Forms for that type of information are provided at the time of registration.

Immunizations

1. Public School Requirements:

Before being permitted to attend Sharon Center School, the Sharon Board of Education requires that each child be immunized according to Connecticut State immunization requirements.

2. Exemptions:

- a. Medical - Medical exemptions will be considered valid only if a physician indicated in writing the immunizations should not be given because it is life-threatening for reasons which must be indicated.
- b. Religious - Religious exemptions will be considered valid if the individual claiming such exemptions can demonstrate either a written document as follows: (1) that they are members of that faith or (2) that the beliefs of the faith forbid medical intervention of any kind and believe that only reliance upon prayer or spiritual means alone is allowed for healing. Alternately, a parent must

prove that they have genuine and sincere religious beliefs which they practice and follow, which is substantially similar to the Christian Science Faith.

Insurance

A low-cost student health insurance program is available to all students upon entrance. Information about the program and enrollment forms are provided to parents when a child enters school.

Under Policy #5114, the Sharon Board of Education explicitly states the conditions under which a student may be removed from a classroom, suspended from school, excluded from school privileges, or expelled from school. Each of these items is defined, and the necessary procedures are explained. Parent and student rights are included in the policy.

Student Records

Sharon Center School collects, records, and maintains information about pupils and their families which are necessary to the effective performance of their designated educational function as stated in Policies #5125(a) and #5125.1. This information, which constitutes the student record, is collected for educational purposes which include instruction, guidance, and research. The administration is responsible for the collection and storage of data used to promote the educational progress of each child while safeguarding the rights and privacy of the student and family. The school system has established procedures that ensure strict confidentiality of student records while providing proper parental access to records. Procedures are available in the school office.

Student Transfers

Parents of students who are going to move out of Sharon must notify the school of the date of their child's withdrawal from school. A release of student information form must be signed so student records may be forwarded to the school the student(s) will enter.

Proof that state immunization requirements have been met must be presented before out-of-state students will be entered into school.

SCHOOL YEAR

School Calendar

State law requires that students attend school for 177* days a year. The calendar of school days varies slightly each year and is available on the school website. The school calendar is determined each year by the regional and local boards of education.

*2020-2021 school year

Early Dismissal Days

Students will be dismissed at 1 PM for Teacher Professional Learning days, weather dismissals and for additional early dismissals. Please establish a back-up plan with your child in the event that you are not home. Parents will be informed of these dates by weekly emails from the school in advance of planned dismissals. Additionally, they are marked on both the school and regional calendars, which can be found on the Notices tab on the SCS website.

School Cancellations/Delays

Our School Messenger system will notify families in the event of a delay or closing. You may also check our website: www.sharoncenterschool.org or region1schools.org. School closing due to inclement weather will be announced on television stations and the Region One Facebook page. The announcements may refer to either Regional District #1 or Sharon Center School.

Inclement weather that may create hazardous driving conditions can result in emergency school delayed openings, early closings or closings. On a delayed opening, school will begin at 10:25 AM, or a custom time, depending on conditions. Parents should inform their children of procedures to follow in case of such an emergency where no one may be at home when the children arrive.

There have been a few occasions during the winter months when school was opened after a snowstorm and buses were unable to pick up certain students because secondary roads were not completely plowed. In the interest of safety, part of the bus run may be skipped. If you have any questions regarding bus pick up, please contact the school 860-364-5153 or All Star Bus Company 860-435-0352.

STUDENT DAY

School Hours

The regular school day is from 8:25 AM to 3:10 PM. It is essential that students do not arrive before 8:20 AM unless they have a scheduled appointment with a teacher.

Security

Video surveillance cameras are in use on these premises at all times. The school is locked at all times and visitors must enter through the main door and check in with the office staff. A driver's license is required to check in.

Transportation

School bus transportation is provided for all elementary pupils. This year face masks are required to get on the bus and students will have assigned seats. There are some roads in Sharon that are not accessible via school bus and students may be expected to walk up to one mile to a bus stop. Students must ride the bus to which they are assigned. All drivers are aware of their responsibilities, and students review regulations regarding bus conduct with Sharon faculty/staff members at the beginning of each year. Students are expected to conduct themselves properly while riding to and from school. In the event of a bus referral, rules and consequences will be reviewed with students. Recurring misconduct may result in the suspension of bus privileges.

Food Service Program

A hot lunch program is offered in our school at the price of \$2.75/day (\$13.75 per week) Milk is also sold separately for 35¢. Students pay preferably by the week, or daily. Students must sign up for lunches daily in their homeroom – even if they have prepaid. This daily sign-up enables our kitchen staff to prepare adequate food for that day. Bagged breakfasts are also offered at the price of \$1.75 and needs to be ordered the day before they are desired.

Pupils Leaving Grounds

For the protection of pupils, no student shall leave the school grounds during school hours or while engaging in after school activities such as interscholastic sports without the written permission of a parent and the direct approval of the Principal.

Dismissal

The following regulations concerning dismissal have been established for the protection of pupils and parents. No child will be dismissed from school until the Principal or an authorized person is reasonably satisfied that the pupil is being released at the request of the parent with whom the child lives, guardian, or authorized individual. Please enter the office area to sign out your child.

When a child becomes ill or has been injured at school, the parents are notified and asked to call for the child at the nurse's office. If transportation to a hospital is necessary, we will contact the ambulance as deemed appropriate by the school nurse.

Student Arrival and Dismissal Procedures

Regretfully Sharon Center School is closed to visitors including parents except on an emergency basis.

ARRIVAL: Buses will begin drop off at 8:25 AM: Buses will pull up one by one and unload from front to back, students must keep a six foot distance between themselves as they exit the bus. Staff members will assist.

Parent Drop off will begin at 8:25 AM:

8:25-8:35 Student's with last names A-L are dropped.

8:35-8:45 Student's with last names M-Z are dropped.

Parents will pull up and drop their student off. Adults will send them to correct doors/entrances and keep the cars moving.

Students in grades K, 1 and 3 walk on the sidewalk to the Kindergarten entrance.

Students in grades 4, 7 and 8 walk in through the main entrance.

Students in Grades 2 enter through the gym door and proceed to the music room, across the stage.

Students in grades 5 and 6 walk in through the gym entrance.

Students arriving past the Parent Drop off time should come to the main entrance.

DISMISSAL: Parent Pick up will begin at 2:45 PM for students whose last name begins with A-L and will begin at 2:55 PM for students whose last name begins with M-Z.

1 PM DISMISSAL - Parent Pick up will begin at 12:35-12:45 PM for students whose last name begins with A-L and will begin at 12:45-12:55- PM for students whose last name begins with M-Z.

Parents will pull up to the main entrance and give their child's name to the attending adults. The adult will radio to the classroom for the student to come out. Teachers will review the patterns to exit the building with students. Once outside the building, the student enters the car and the next one will pull up.

Bus dismissal will begin at 3:05 PM on a regular day and 12:55 PM on a 1:00 PM dismissal. Students will be dismissed when their bus is announced over the PA system, one bus at a time.

The best way to inform your child's homeroom teacher about changes in daily plans is to send them an email and copy both Secretary Leanne Lafond llafond@sharoncenterschool.org and Administrative Assistant Cindy Webb cwebb@sharoncenterschool.org

**IF YOU DO NOT GET A CONFIRMATION THAT YOUR EMAIL HAS BEEN RECEIVED, PLEASE CALL THE OFFICE
860-364-5153**

Lost and Found

All lost and found items are in the cafeteria and the gym lobby for a period of one month - then recycled. Be sure the child's name is on ALL ITEMS.

Lost Books/Chromebooks/Equipment

Books, Chromebooks or any school equipment are on loan to our children. Students are expected to care for and be responsible for all school property loaned to them. Students will be charged for lost or misplaced items in order to replace them.

Visitation - Currently on Hold

Student Visitations-Currently on Hold

EXTRACURRICULAR ACTIVITIES-Currently on Hold

Sports-Currently on Hold

Sharon Center School Athletic Policies

Students are eligible if they meet the standards of behavior and academic work for their respective grades. An unresolved NYP at mid-trimester or the end of the trimester will result in ineligibility until the resolution of the NYP.

If a student displays poor sportsmanship during a game, s/he may be removed from the game. Continued poor sportsmanship may result in suspension from the team. Coaches' decisions are final.

No athlete will be allowed to participate in a practice or game wearing jewelry. School dress code is applicable at all team events.

Clubs & Activities-Currently on Hold

Field Trips-Currently on Hold

ATTENDANCE POLICY*

***All students and staff members should remain home until they are free from any fever or illness for a minimum of 24 hours. Please contact the school nurse with any questions.**

Information regarding attendance for students who are participating in live stream or distance learning will be posted on the school website.

Attendance and Excuses

Regular and punctual attendance is essential to the educational progress. In order to assist parents and other persons in meeting this responsibility, the Sharon Board of Education monitors unexcused absences and makes reasonable efforts to notify parents/guardians by contacting them when a student fails to report to school. The Connecticut State Board of Education adopted an attendance and truancy memorandum in June 2012. In that memorandum they approved a change in the definition of excused and unexcused absences and associated reporting requirements. The Sharon Board of Education policy 5113.2 is in compliance with the state requirements. A summary of the policy is listed below.

Any absence before the student's tenth day of absence is excused when the parent/guardian approves such absence and notifies the school of the absence.

After the **ninth absence**, the student will be considered excused for the following reasons only:

1. student illness (Note: all student illnesses must be verified by an appropriate licensed medical professional in order to be deemed excused, regardless of the length of absence. A licensed medical professional's note will be required for each and every absence for illness after the ninth illness.);
2. student's observance of a religious holiday;
3. death in the student's family or other emergency beyond the control of the student's family;
4. mandated court appearances (additional documentation required);
5. lack of transportation that is normally provided by a district or;
6. extraordinary educational opportunities pre-approved by the district administrators and in accordance with the Connecticut State Department of Education guidance.

The policy defines truant as any student who has four unexcused absences from school in any one month or ten unexcused absences from school in a year. When a student is truant, the building Principal shall schedule a meeting with the parents and appropriate school personnel to review and evaluate the reasons for the student's truancy. The meeting may result in coordinated services and referrals of students to community agencies providing child and family services as appropriate.

A warning letter will be sent to parents along with a copy of the policy at the ninth day of absence.

Please contact the office for your current student attendance status.

Extraordinary Educational Opportunities*

When a family plans an absence from school for a vacation or other event an appropriate form must be filled out by the parent/guardian prior to the date of departure. The time that the student is out may or may not be considered excused depending if the event qualifies as an extraordinary educational opportunity. Qualifications as an Extraordinary Educational Opportunity is an administrative decision. The form may be picked up in the office or found on the school website in the forms section. While we understand the importance of some family trips, additional long vacations for our students are discouraged. Please note that teachers may provide missed work before or after the absence. Up to two weeks will be given to make up work missed due to extended absence.

*(If travel plans take you to states that are on CT's COVID travel advisory list, students will be required to self quarantine for 14 days upon return before returning to the school building.)

Tardiness

Promptness to class is very important and tardiness affects the learning of the entire class. Continued tardiness on the part of any student will be viewed as a serious matter. Sharon Center School students entering the building after 8:45.m. are considered late. Parents/caregivers should call the office when they drop their student. Office staff will admit the student through the main entrance. Under the law, it is the parent or guardian's responsibility to require that a child attends school for the entire school day. This ensures that we know where your child is at all times and can monitor the safety of your child.

Repeated tardiness will necessitate a meeting with the principal or designee to create an action plan that will remedy the tardiness problem.

School Events

A student must be present in school before 11:45 AM, which is considered 50 percent of the school day to be eligible to participate in all extracurricular activities on that day. Exceptions may be granted by the school administrator.

SCHOOL HEALTH AND SAFETY PROGRAM

School Wellness

Sharon Center School is a peanut free school.

The Sharon School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Sharon Center School District that the wellness policy, at a minimum, includes:

1. Community involvement, including input from parents, students, school food service, school board members, school administrators, educators, and the public in the development of the school wellness policy. Training is recommended for this team of people regarding the components of a healthy school nutrition environment.
2. Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local education agency determines as appropriate.
3. Guidelines for reimbursable school meals to ensure that the school offers school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture.
4. A plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local education agency, as appropriate, charged with operational responsibility for ensuring that the school fulfills the wellness policy.

Health Enhancement and Physical Activity Opportunities

The district shall offer health enhancement opportunities that include the components of a quality physical education program taught by a certified teacher. Health enhancement shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. In addition, all K-8 students shall have the opportunity to participate regularly in supervised physical activities (organized or unstructured) to maintain physical fitness and to understand the short-term and long-term benefits of a physically active, healthy life-style.

Nutrition Standards and Student Wellness

The school shall ensure that school meals meet the program requirements and nutrition standards found in state/federal regulations. The school shall encourage students to make nutritious food choices through accessibility and marketing efforts of healthful foods. The school shall monitor all food and beverages sold or served to students, including those available outside the federal/state regulated child nutrition programs. The school shall consider nutrient density and portion size before permitting food and beverage to be sold or served to students. The school

administration shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

To help maintain a healthy school environment, we encourage parents to help children make healthy choices when bringing snacks and lunch from home.

The school's staff may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity, such as staff wellness programs, nonfood reward system and fund-raising efforts, etc.

The school administration shall develop and implement administrative procedures consistent with this policy. Input from school personnel and community at large shall be considered before implementing such procedures. A sustained effort will be made to implement and enforce this policy. The school administrator shall measure how well this policy is being implemented, managed, and enforced. The school administrator shall report to the Board, as requested, on the school's programs and efforts to meet the purpose and intent of this policy.

Health Assessments

A health assessment (physical) is required, prior to enrollment, for all students enrolling in school for the first time. A health assessment is also required for students in sixth grade, prior to October 31st of the school year. Both initial and 6th grade health assessments must be on state forms. A sports physical is required annually prior to the initial practice for students participating in interscholastic sports'. This physical will be valid for 13 months and should not expire while the student is still engaged in that sport.

Vision and hearing screenings are done annually. Scoliosis screening is done in grades 5 through 8. Findings are noted on the medical record of each child and any conditions needing further attention are reported to the parents by the school nurse.

Administration of Medication

All prescription and non-prescription medications need a doctor's/dentist's, advanced practice RN's, or physician's assistant's order and parent's/guardian's permission (forms available at the nurse's office or your pediatrician's office). The medication to be administered must be delivered directly to the school nurse by the parent (not the child).

Prescription medication must be in its original container from the pharmacy properly labeled with name, strength, dosage, directions for administration, physician, and date.

Non-prescription medication must be in its original container with a label. The school nurse will administer medications. The principal and/or a designated trained staff person may administer oral medication in the absence of the nurse. Students may self-administer broncho-dilators or epipens provided the order states such, and parent and nurse agree in writing that the student is willing and capable.

The nurse will administer acetaminophen (Tylenol) or Ibuprofen (Advil) with parents' permission. Forms are sent home at the beginning of each school year. Parents/Guardians will review a list of all products used in the health office to determine the appropriateness of its use for their child.

Administrative Procedure - Diabetes

The Sharon Center School District will not prohibit blood glucose self-testing by children with diabetes who have a written order from a physician or an advanced practice registered nurse stating the need and the capability of such child to conduct self-testing.

Any student who is diagnosed with diabetes will have an individualized plan developed to address their health and safety needs in the school setting. This plan may be a Section 504 accommodation plan and/or an Individualized Health Care Plan (IHCP) with an Emergency Care Plan (ECP).

- A team will be identified to create the child's plan and will include the school nurse; appropriate teacher(s); the student (if appropriate) and parent(s), guardian(s) or other family members. The team may also include the student's health care provider, an administrator and other school staff.
- The roles and responsibilities of each member of the team shall be identified.

Communication Documentation

- Documentation by the student's health care provider of all health needs, including appropriate authorization for medications and procedures to be performed at school, shall be maintained.
- Written permission for school health staff to communicate with the child's health care provider regarding diabetes management will be obtained and maintained.
- An established frequency of communication between the school health staff and the child's health care provider shall be determined and adhered to.

Location of Blood Glucose Monitoring Equipment

- Determined by the team members and decided based on the student's needs, level of competence, health status, and independence. Locations will be identified on the student's care plan and shall address other accommodations such as during field trips, or unusual circumstances.
- A self-monitoring checklist that determines student competence shall be completed and reviewed.
- The student will complete a student agreement that identifies the student's and parent's responsibilities and it shall be signed by the parent/guardian, the student, the school nurse and the school Administrator.

Safety Concerns

- OSHA Universal Precautions shall be maintained. Lancets and material that may have been exposed to blood will be disposed of properly.
- Equipment shall be provided by the child's parent/guardians and will be safely stored and accessible to students as needed.

Education

- The 504 plan and/or the IHCP and the ECP plans will be reviewed with the appropriate staff which may include teachers, physical education teachers, custodians, bus drivers and substitute staff.
- Diabetes education including a basic overview of the condition, the signs and symptoms of high or low levels of blood glucose; familiarity with blood glucose equipment; appropriate location(s) for self testing; possible adverse effects of high or low blood glucose levels on learning; and OSHA Universal Precautions will be reviewed with the appropriate staff as identified above.

This plan will be assessed annually and as needed by the school teams, including the parents or guardians and when appropriate with the student.

Communicable Diseases and Health Concerns

Children who have been in direct contact with COVID 19 or exhibit signs of COVID 19 must consult with their physician and follow CDC guidelines before returning to school.

Children who contract any of the following diseases should have contact with their physician and report to the school nurse before reentry into the classroom: chicken pox, German measles, measles, mumps, poliomyelitis, scarlet fever, tuberculosis, impetigo, or pediculosis. Head lice can be treated at home with an over the counter medicated shampoo, and the child, upon returning, should report to the nurse for a head check.

An injury or health concern must be reported to the health office either by completing the current school health care plan (sent home the beginning of each school year) or reporting to the nurse at the time of occurrence. A note from the doctor stating the duration of and limits to activity, the care required while in school, and when the child may resume gym and other activities, which includes sports and recess, is required so that we can promote optimal health and safety.

Absence from School

For the protection and welfare of all the children, parents are requested to do a daily health check with their child to ensure they are well enough to attend school. Please keep children at home if they show any of the following symptoms: loss of taste or smell, shortness of breath, chills, cough, earache, enlarged glands, fever (children should remain home until fever free for 24 hours), headache, nausea, pain, red or discharging eyes, skin eruptions, sore throat, diarrhea, or vomiting. Parents are requested to call the school nurse on the day of the absence at 364-0197.

Upon return to school following an absence, a written excuse from the parent or guardian should be sent to the pupil's homeroom teacher.

Parents will be notified by the school if a child is ill while at school. The health room is not an infirmary, and parents are asked to provide transportation for the child from school to home. The home telephone number and name of a near neighbor who may be called in case of a parent's absence from home should be on the emergency form.

Excuses from and resumption of gym and all other normal school activities will be granted only upon a written statement from the child's physician. The school nurse is on duty from 8:25 A.M. through 3:10 P.M., and may be reached by calling 860-364-0197. For your convenience, an answering machine service will be available for calls before 8:25 A.M.

School Safety

It is the joint responsibility of the home and school to constantly emphasize safety procedures to children. Our health curriculum has a safety component for students. Note: No dogs are allowed on school property unless they are part of a special program presentation. Thank you for your cooperation in ensuring a safe environment. During an actual emergency, parents will be contacted when the Superintendent of School or school Administrator determines it is safe to do so.

Drills

Fire drills are conducted each month at irregular times to provide for the safety and well-being of the student body and to comply with fire laws. Additional drills will be practiced such as lockdown, shelter-in-place, and off-site evacuation.

DISCIPLINE POLICY AND SCHOOL BEHAVIOR CODE

An orderly, friendly, stimulating atmosphere in the classroom and in the school is essential:

- if students are to learn to the maximum of their capacity
- if teachers are to do their best
- if good relations with the community are to be upheld
- if the total school operation is to be carried on in the best manner possible

The area of pupil discipline is one which directly affects the total purpose and total achievement of the school. It is an area which needs attention and reflects the combined responsibilities of students, parents, and school personnel.

Parents: To help a student progress in school:

- Talk with the student about school activities, report cards and their progress.

- Attend school conferences and special school programs.
- Establish a time and place for homework assignments.
- Encourage and guide wholesome friendships, interests, and activities.
- Understand and comply with the rules of the school concerning pupil conduct and cooperate with the school in carrying out corrective disciplinary procedures.
- Support the school in helping your child to accept responsibility for their behavior.

Pupils: We expect that pupils:

- Make a sincere effort to do their best in school.
- Develop standards of personal conduct that are reflected in socially approved behavior.
- Accept responsibilities for their own actions.
- Respect the rights of others.
- Comply with the authority of teachers and administration.
- Obey school rules and regulations, those made by both the school authorities and by the student body.
- Be regular and punctual in meeting all school obligations.

Eligibility Policy

Students must have an overall C average, if you have a grade of “Not Yet Proficient” you will be ineligible.

CODE OF CONDUCT

Behavior Expectations

Students are expected to behave as responsible citizens of Sharon Center School. This expectation is necessary in order to ensure the rights of all students to learn and play in a safe and orderly environment are maintained. The School-Wide Expectations are Be Respectful, Be Responsible, and Be Safe.

Our School Pledge is: At Sharon Center School, we treat each other with respect, take responsibility for our behavior and learning, and strive for a safe and positive school environment. Students are taught lessons for each of our targeted behavior areas, matrixes are posted in each area, and are listed below.

General Classroom Rules

All students in the school are expected to behave responsibly. These are rules which would apply to any class in the school. Each individual class will develop its own rules and consequences which specifically relate to that class, its teachers, students, and subject taught.

1. The student will show respect for his/her classmates and teachers.
 - a. Remove hats while indoors.
 - b. Use polite and courteous manners to adults as well as peers.
2. The student will protect and respect school property, materials, and equipment.
3. The student will raise his/her hand for permission to speak and wait for supervising adult acknowledgment before speaking, unless the adult has specifically indicated that students are not required to raise their hand.
4. The student will keep his/her hands and feet to him/herself.
5. The student will not chew gum in school or on school grounds.
6. The student will work quietly during independent study, taking care not to interrupt others.
7. The student will walk quietly anywhere in the school.
8. The student will obey ALL teachers and staff.
9. Please leave all valuable collectibles at home.
10. No laser pointers allowed on school grounds or at school-related activities.

Dress Code

The dress code was implemented to keep the focus on learning and mirror future workplace expectations. It requires that children come to school well-groomed and dressed appropriately for school activities. This is a joint responsibility of parents' and students. Clothing should not distract from or interfere with the educational process. Students wearing questionable apparel may be identified by a faculty/staff member and referred to the principal for a final decision regarding the appropriateness of dress based on the board policy and guidelines outlined below. Consequences may include a verbal warning to a student, a call to the parents to request that a change of clothing be brought to the school or students may change into other clothing that meets the dress code.

All clothing must be clean, neat and appropriate for school as outlined below:

Brief and Revealing Clothing

5-8 students are not permitted to wear brief and revealing clothing. The following guidelines on brief and revealing clothing are examples and do not cover all situations.

- Shirts/Tops:
- Shirt and tank top straps must be approximately ½ inch in width or wider;
 - No undergarments may be showing at any time (including bra straps);
 - Tank tops that abide by the strap width requirements will not be considered undergarments;

- Sleeveless shirt underarm openings will be no lower than approximately 3 inches below the armpit;
- No strapless, spaghetti straps, tube tops, halter tops, sheer or see-through, backless, one shoulder or off the shoulder articles of dress may be worn (unless a garment with appropriate strap width is worn underneath).
- Necklines of all tops must be modest (front and back), low necklines are prohibited.

Skirts/Shorts/Leggings: -The length of shorts and skirts must be no shorter than the extended little finger when standing straight. Undergarments must not be visible. Leggings and yoga pants are permitted. Students shall not wear pants or skirts that, when fastened, sag or fit below the waist/hips. All pants or skirts must fit around the waist/hips and be properly fastened. Undergarments must not be visible.

Dresses: EK-4 appropriate summer apparel, i.e., sun dresses, will be permitted for students in early kindergarten through grade 4. Grades 5-8 tops/upper portion of any dress worn must abide by the requirements outlined in the Shirts/Tops category.

The physical education teacher will work with students and their families to ensure the students' physical education attire is safe and appropriate for physical education class.

Hats

Students shall not wear hats in the school building except for a medical reason, religious purposes, or on designated hat days.

Rude or Offensive Clothing

Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; that promote alcohol or drug use or violence; or that are otherwise contrary to the school's educational mission.

Other

Pajamas must not be worn except on pajama days or school spirit days.
 Outdoor apparel must not be worn once inside the school.
 Footwear must be appropriate and safe.

Toys/Paraphernalia brought from home to school

Students may not use the following during the school day:

- Skateboards/rollerblades/hoverboards
- Video game
- Baseballs/bats
- Remote cars/airplanes/drones
- Trading cards
- CD Players

●iPods*

●Cell phones*

*At the discretion of the supervising teacher electronic devices may be used appropriately across the school day.

Students may not bring the following to school:

●Laser Pointers

●Knives

●Glass Bottles

●Weapons

Dealing With Infractions

Infraction of rules which apply to the school and playground will result in the following actions (depending upon the degree, frequency of the offense, and the age of the student) when a student is referred to the office:

1. Staff will fill out an Office Referral form.
2. Referrals may result in additional consequences.

Lunch/Recess Detention:

-Student will eat lunch and spend recess in the office.

Office Detention:

- The principal or designee is in charge of the detention.

- Failure of a student to report to office detention may result in half day in-school suspension.

- Failure to follow detention rules can result in an assignment of double detention, or if serious enough, in-school suspension.

- The student/parent may opt not to stay for detention on the same day that it is assigned by indicating to the principal that he /she will stay the next school day.

- Office detention will not exceed one hour after school.

- Students will be supervised in the office area and parents will need to provide transportation home.

Suspension and Expulsion

An authorized member of the administrative staff may suspend or expel a student from school privileges or from transportation services when the student's conduct endangers persons or property or is seriously disruptive of the educational process, or whose conduct violates a publicized policy of the Board of Education.

The administrative staff member responsible for the suspension will follow the guidelines set forth in Sharon Center School's policy 5114 regarding suspension and expulsion/due process.

COMMUNITY RELATIONS

Parent Involvement

The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire time a child spends in school. To support the goal of the school district to educate students effectively, the school and parents must work together as knowledgeable partners. Although families are diverse in culture, language, and economic circumstances, they share the school's commitment to the educational success of their children. The Sharon Center School District, together with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

For schools receiving Title I funds, the Board recognizes that there are certain additional responsibilities with regard to parent involvement policy. In accordance with Section 1118 of the No Child Left Behind Act of 2001 ("NCLB"), Public Act 107-110, it is the policy of the Sharon Board of Education to provide parents of students substantial and meaningful opportunities to participate in the education of their children. To facilitate parental participation, the Board encourages parents of children to be involved in regular meetings, communications, and activities that will inform them about the school's programs, to participate in such programs, and to help improve their child(ren)'s progress.

This policy has been developed jointly with, and agreed upon by, parents at Sharon Center School. Sharon Center School shall include this written parent involvement policy in the Sharon Center School Handbook, which is distributed annually, each fall, to all parents. The policy shall be made available to the public and accessible through the Sharon Center School website and updated periodically as necessary to carry out the requirements of parental involvement under Section 1118 of the NCLB.

The Board shall, with the involvement of parents, conduct an annual evaluation of this policy in order to assess its effectiveness in involving parents in school programs and to identify barriers to greater parent participation.

Each year, the Board, or designee, shall also conduct a meeting, at a convenient time, to involve parents in the process of planning, review, and improvement of programs such as Title I. All parents will be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of all programs, including Title I, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet, and information regarding the importance of parent involvement.

In addition to the required annual meeting, if requested by parents, the Board shall offer opportunities for regular meetings at flexible times of day in order to allow parents to formulate suggestions for the Board's programs and their application to their child(ren)'s learning, and to participate, as appropriate, in decisions related to the education of their children. At any time, a parent shall have the opportunity to submit comments regarding Sharon Center School's programs for review.

The Board will provide the coordination, technical assistance, and other support necessary to assist Sharon Center School in the planning and implementation of effective parent involvement.

The Board authorizes the Principal, or his/her designee, to develop a school-parent compact and other procedures such as those related to meetings, parent communication, and parent involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

Parental Involvement Compact

This school-level parent involvement compact provides an understanding of the joint responsibility of the Sharon Center School and parents/guardians (hereafter referred to as "parents") for improving student academic achievement and school performance. The school provides opportunities for parent involvement by:

Parent/Guardian Involvement (NCLB§1118(c))

1. Convene an annual meeting, at a convenient time, to which all parents of students are invited and encouraged to attend, to inform parents of the school's programs. The Building Principal or designee shall:
 - Invite all parents to the annual Sharon Center School Open House.
 - Provide an overview of the school's programs and introduce the individuals responsible for these programs.
 - Encourage ongoing involvement and input of parents.
 - If possible, childcare will be provided.
2. Offer a flexible number of opportunities for parental involvement at Sharon Center School.
 - Provide parents with opportunities, such as parent-teacher conferences, to ask questions and dialogue informally about student academic achievement and school performance.
3. Involve parents in the process of planning, review and improvement of Sharon Center School's programs (as required under NCLBA§1114(b)(2)).
4. The Building Principal or designee shall:
 - Provide parents of students with timely information about the school's programs via school newsletters, the school's website (www.sharoncenterschool.org), email and telephone contact.
 - Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
5. If the school programs under section 1114(b)(2) are not satisfactory to the parents, the Building Principal or designee shall:
 - Provide opportunities for parents to submit comments regarding the school's programs.

Shared Responsibilities for High Student Academic Achievement (NCLB§1118(d))

1. The school is responsible for providing a high-quality curriculum and instruction in a supportive

and effective learning environment that enables the children services under Title I to meet the State's student academic achievement standards. Each parent is responsible for supporting their children's learning, in ways such as:

- Monitoring attendance, homework, and television viewing.
 - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents occurs on an ongoing basis through:
- Parent-teacher conferences, frequent reports to parents on their child's progress, and reasonable access to staff with opportunities to volunteer and participate in their child's class.

Building Capacity for Involvement (NCLB§1118(e))

To ensure an effective and supportive involvement of parents, Sharon Center School shall:

- Assist parents in understanding academic content standards and State and local assessments.
- Educate staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners.
- Implement and coordinate parent programs that will encourage teacher/parent partnerships.

In carrying out the parental involvement requirements of this compact, the Sharon Center School, to the extent practicable, will provide full opportunities for the participation of all SCS parents.

Resolution of Problems

The Board of Education anticipates that occasionally there will be problems developing between a given pupil and a teacher. They have asked that these problems be taken up by the parents in the following manner. First discuss the problem with the teacher. If this does not produce satisfactory results, then discuss it with the Principal. If a satisfactory resolution is not arrived at, the problem can then be taken up with the Superintendent of Schools. In rare instances, after these procedures are followed, the problem can be brought to the Board of Education via the Superintendent. Such concerns should be submitted in writing to the Superintendent or Chairperson of the Board of Education.

It is generally understood that the Principal is fully responsible for his/her building and the pupils and personnel that work therein.

SHARON BOARD OF EDUCATION POLICIES

Please refer to The Sharon Board of Education policies on Reporting of Child Abuse and Neglect #5141.4, Suicide Prevention/Intervention #5141.5, Crisis Management/Prevention/Response #5141.6, Research/Surveys involving Students #5156.

Your Right to Request Information Concerning Teacher and Paraprofessional Qualifications

As a parent of a student enrolled in Sharon Center School, under the No Child Left Behind Act of 2001, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification of licensing criteria have been waived;
3. The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact Dr. Karen J. Manning, Principal, at 860-364-5153 ext. 303 or kmanning@sharoncenterschool.org.

Individuals' with Disability

Sharon Center School recognizes Section 504 of the Rehabilitation Act of 1973. Section 504 is a basic civil rights law, which prohibits discrimination on the basis of an individual's disability. It applies to students, as well as employees and the parents of students who attend public schools. It requires that individuals with disabilities be afforded equal access to and be provided with equitable opportunities to participate in the programs and services offered by the school to the population at large. It is important to realize that Section 504 is **not** an aspect of "special education" rather it is the responsibility of the comprehensive general public education system.

Section 504 of the Rehabilitation Act of 1973 defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities including activities such as walking, seeing, hearing, breathing, learning, standing, lifting, bending, speaking, communicating, sleeping, and caring for oneself.
2. has a record of such impairment; or

3. is regarded as having such an impairment

In order to fulfill its obligation under Section 504, Sharon Center School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504 because he/she has an impairment that substantially limits a major life activity, to provide the child with a free appropriate public education.

The Principal is the 504 Coordinator.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS

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

1. The right to inspect and review the student's education records. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving

on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

ALCOHOL, TOBACCO AND DRUGS POLICY

Alcohol and Other Drugs

The Sharon Board of Education is mandated by Connecticut General Statutes to prescribe rules for the management and discipline of its school. Therefore, it shall be the policy of the Board to prohibit any student from possession, use, and/or distribution of any drug including alcohol or drug paraphernalia or being under the influence of any drug. Should any student be suspected or be found involved in some aspect of drug use, possession, or distribution, the Sharon Board of Education will take action through education, counseling, parental involvement, medical referral, and law enforcement referral in the handling of incidents in the schools involving the possession, sale, and/or use of substances that affect behavior. Any student found to be violating this student conduct policy will be dealt with according to the regulations set by the school system in its administrative procedures. The consequences of such violations may ultimately result in expulsion from school and/or criminal prosecution.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel. (cf.5145.12 - Search and Seizure)

Vaping is against school policy.

Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind. Personal privacy rights of students shall be protected as provided by law.

Student Searches

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by school board regulations or by law. Student property shall include, but not be limited to, purses, book bags, etc. School authorities in cooperation with the local police department reserves the right to conduct sniff searches with dogs on school property.

Lockers and Other School Property

Lockers and other storage spaces are provided for students for their convenience. These storage areas remain school property, and as such, are subject to periodic inspections by school authorities. The purpose of such inspections is not to collect evidence of wrongdoing on the part of a single student, but rather to allow school authorities responsible for the appropriate use of school property the opportunity to confirm that lockers are being used in a manner consistent with the health and safety of all students. Students are therefore warned not to store items in lockers which they do not want to bring to the attention of school authorities.

Philosophy or School Role

The school has an important role in educating students on the perils of alcohol and other drug use, hereafter referred to as drugs. However, the school alone cannot be expected to prevent and reduce student drug use. The school must operate within the context of community and societal responses to the problem and must have the strong support and collaboration within the community it serves.

Given this, there are many roles for the school: prevention, education, intervention, referral and recovery, each of which is briefly described below:

1. **Prevention and Education Role:** The purpose of education and prevention programs is to prevent drug use. To achieve this, the Sharon Board of Education has implemented, according to state and federal requirements a K-12 substance abuse prevention education curriculum.

2. **Intervention Role:** The purpose of intervention is to recognize and assist those students who have already initiated drug use or who exhibit known risk factors for drug use. This is the primary function of the student assistance program. To assist in the identification of such students, the Sharon Board of Education has an established policy statement that prohibits any possession, use, distribution, purchase, or sale of alcohol or other drugs at school, during school-sponsored events, or during transportation, including any use outside of school that would result in the student being under the influence at school or at a school-sponsored event. Board policy shall be enforced consistent with legal requirements for safeguarding the student's right to due process and confidentiality. Searches of a students' locker, or other depositories shall be conducted according to rules as authorized by Section 10-221 of the General Statutes or Board policy.

The principal will contact the parent(s) or guardian(s) immediately of a concern and arrange a meeting. If possible, the parent should come to school immediately. If the parents or guardians are not able to come immediately, they should be strongly urged to come as soon as possible, in no case later than the end of the school day.

3. **Referral Role:** It is the belief of the Sharon Board of Education that schools cannot and should not be substance abuse treatment centers. Therefore, the Sharon Board of Education will limit its role to identification, early intervention, and referral for substance abuse problems. Administrative procedures and the student assistance program shall serve as the basis for such identification, intervention, and referral. The Sharon

Board of Education shall refer identified students to an agency or individual certified to perform a complete substance abuse evaluation. In so doing every effort will be made to safeguard the rights and confidentiality of the student. It is expected that parents will cooperate with the school to obtain such evaluation and to accept the agency or individual's recommendations for treatment. A list of qualified providers is attached and shall be given to parents when a referral is required.

4. **Recovery and Support Role:** The recovery process for staff members and students is frequently undermined by lack of knowledgeable and effective support systems in the school, the family, and the community. The Sharon Board of Education will provide a daily contact person, a contract specifying appropriate attendance and performance standards, curricular-based support groups through the guidance office, linkages with community resources, and a Student Assistance Team to assist in the recovery process. The Sharon Board of Education will also use referrals to self-help groups such as AA, Al Anon, and Alateen.

NON-DISCRIMINATION POLICY

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

Inquiries regarding Sharon Board of Education's non-discrimination policies and practices should be directed to Carl Gross, Director of Pupil Services at 247 Warren Turnpike, Falls Village, CT 06031 860-824-5639.

Title IX - Grievance Procedure for Processing Complaint Alleging Discrimination on the Basis of Sex

The Sharon Board of Education designates the Director of Pupil Services, Carl Gross, Warren Turnpike Road, Falls Village, CT 06031, compliance officer with regard to Title IX of the Education Amendments of 1972 and the regulations promulgated thereto. The compliance officer, or his designee, will, at least annually, notify all students, parents and employees of the name, address and phone number of the compliance officer and the procedure for processing grievances.

Any student or employee of the Board may file a Title IX grievance. All formal complaints shall be addressed in writing to the designated compliance officer. The grievance shall state the name of the grievant, the nature and date of the alleged Title IX violation, and the name(s) of the

individual(s) responsible for the alleged violation. A grievant requiring assistance in preparing the written grievance may request assistance from the compliance officer.

Step I - Informal Level

The grievant may request a meeting to discuss the grievance with the building principal of the appropriate school in an effort to resolve the matter informally. The principal shall schedule a meeting promptly with the grievant to discuss the complaint, but in no event shall the meeting be held later than fourteen (14) days from receipt of the meeting request. If the matter is not resolved informally, the grievant may file a formal complaint within five (5) days from the informal meeting. All formal level grievances must be filed within sixty (60) days from the alleged Title IX violation.

Step II - Formal Level - Compliance Officer

If the grievant is not satisfied with the disposition of his or her grievance at the informal level he/she shall within five (5) days after meeting with the principal file his or her written grievance with the compliance officer. The compliance officer or his designee shall schedule a meeting promptly with the grievant to discuss the complaint. But, in no event shall the meeting be held later than fourteen (14) days from receipt of the meeting request. Upon completion of his investigation, but in no event later than fourteen days after meeting with the grievant, the compliance officer shall render a written decision to the grievant as to the disposition of the grievance.

If the grievant is not satisfied with the disposition of his/her grievance, or at any time during the grievance procedure, he/she may within one hundred eighty (180) days from the alleged Title IX violation file a complaint with the U.S. Department of Education, Office of Civil Rights, J. W. McCormack Post Office and Courthouse Building Room 222, Boston, Massachusetts 02109-4557, (617) 223-9622.

If the matter is not resolved informally, the grievant may file a formal complaint within five (5) days from the informal meeting. All formal level grievances must be filed within sixty (60) days from the alleged Title IX violation.

Title II of the Americans with Disabilities Act

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973), and age (Age Discrimination Act of 1975). OCR also has enforcement responsibilities under Title II of the Americans with Disabilities Act, which prohibits state and local governments from discriminating on the basis of disability.

In addition, OCR enforces the Boy Scouts of America Equal Access Act, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups.

SEXUAL HARASSMENT POLICY

It is the policy of the Board of Education of the Sharon Center School to maintain a learning and working environment that is free from sexual harassment. The Board of Education prohibits any form of sexual harassment.

It shall be a violation of this policy for any student, employee, individual under contract or volunteer subject to the control of the Board to harass a student, employee, individual under contract, or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to, insulting or degrading sexual remarks or conduct, threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that person's employment or education or that it will interfere in any way with that person's employment or educational performance or create an intimidating, hostile or offensive work or educational environment.

Sexual harassment by a student, employee, individual under contract, or volunteer will result in disciplinary action up to and including dismissal or expulsion.

Any person who believes he or she has been the victim of sexual harassment by a student, employee, individual under contract or volunteer of the Board of Education is encouraged to promptly report such complaint to the Superintendent of Schools. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. It will be our policy to maintain confidentiality. No reprisals or retaliation will be allowed to occur as a result of good faith reporting of charges of sexual harassment.

Step Procedure - Sexual Harassment

Students

1. Any student subjected to sexual harassment should complain to a teacher or staff member immediately. This complaint procedure should be outlined in handbooks and informational notices to parents.
2. Staff members must notify the responsible authority within the school (principal, teacher, or staff member in charge) that he/ she has received a complaint or has witnessed an incident of harassment. Confidentiality will be maintained throughout the proceedings.
3. Whenever possible the principal and/or responsible person shall obtain a written statement citing the allegations and the details of the allegations.
4. If the situation warrants, the person to whom the complaint is given shall refer the issue via the child abuse reporting process.
5. Within five (5) working days, the principal and/or designee will conduct a thorough investigation using due process procedures.
6. The administrator in charge shall make a written report summarizing the results of the investigation and citing how the matter will be handled and corrective action to be taken.
7. If the student and/or parent of the student is not satisfied with the results of the investigation, a written appeal may be made to the superintendent. The superintendent shall review the investigation and all reports which pertain to the process of the investigation. If

required, the superintendent shall conduct a reasonable investigation. After completing the investigation the superintendent shall respond to the complainant in writing, as soon as possible.

8. If it is determined by the superintendent that no sexual harassment has occurred and/or the complainant is not satisfied with the remedial action, and the complainant wishes to pursue the issue further, an appeal may be made to the Board of Education.
9. In all cases, the complainant must receive a copy of the reports and findings emanating at all levels of the complaint.

Hazing/Bullying/Teen Dating Violence

The Sharon Center School Board of Education (Board) promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually, and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the Sharon District that:

- a) causes physical or emotional harm to such student or damage to such student’s property,
- b) places such student in reasonable fear of harm to him/herself, or of damage to his/her property,
- c) creates a hostile environment at school for such student,
- d) infringes on the rights of such student at school, or
- e) substantially disrupts the education process or the orderly operation of the school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical developmental, or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same school district as the students engaged in the activity.)

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electro-magnetic, photo-electronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school-related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his/her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures).

Examples of bullying include, but are not limited to:

- 1) physical violence and attacks
- 2) verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs
- 3) threats and intimidation
- 4) extortion or stealing of money and/or possessions
- 5) exclusion from peer groups within the school
- 6) the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)

- 7) targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic or academic status, physical appearance, or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Hazing/Bullying

Students who engage in any act of bullying on school grounds, at school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and outside of the school setting, if such bullying:

- 1) creates a hostile environment at school for the victim,
- 2) infringes on the rights of the victim at school, or
- 3) substantially disrupts the educational process or the orderly operation of the school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school-wide, classroom, and individual.

The District's program:

- 1) Requires the development and implementation of a safe school climate plan by the Board to address the existence of bullying and teen dating violence in its school and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
- 2) Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying and teen dating violence by parents/guardians, and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
- 3) Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence, to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one (1) school day after such employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two (2) school days after making such an oral report;

- 4) Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents/guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents/guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- 5) Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;
- 7) Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
- 8) Requires each school to notify parents/guardians of all students involved in a verified act of bullying or teen dating violence, not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian, if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;
- 9) Requires the school to invite parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the student(s) against whom such an act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying or teen dating violence;
- 10) Requires the school to invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying or teen dating violence;
- 11) Establishes a procedure for the school to document and maintain records relating to reports and investigations of bullying and teen dating violence in the school, and make such a list publicly available; and report such number the Department of Education and in such a manner as prescribed by the Commissioner of Education;

- 12) Requires the development of case-by-case interventions for addressing incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 13) Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
- 14) Requires the development of student safety support plans for students against who an act of bullying or teen dating violence was directed that addresses safety measure the school will take to protect such students against further acts of bullying or teen dating violence;
- 15) Requires the Principal of the school, or his/her designee, to notify the appropriate local law enforcement agency when such Principal, or his/her designee, believes that any act of bullying or teen dating violence constitute criminal conduct;
- 16) Prohibits bullying and teen dating violence (a) on school grounds, at a school-sponsored or school-related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting, if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the school;
- 17) Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention of and response to youth suicide.

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

- 18) Requires students and parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying or teen dating violence.
- 19) As required, the Board shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later the July 1, 2014; and

- 20) Requires that not later the thirty (30) calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and school's Internet website, and such plan is to be included in the District's publication of rules, procedures and standards of conduct for schools, and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged act of bullying and teen dating violence. The safe school climate specialist of the school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.S.G. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

- 1) Implementation of positive behavioral interventions and support process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
- 2) School rules prohibit bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
- 3) Adequate adult supervision of outdoor areas, hallways, lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
- 4) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
- 5) Individual interventions with the bully or student who commits teen dating violence, parents/guardians, and school employees, and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents/guardians and school employees.
- 6) School-wide training related to safe school climate. (Funding for the school-based bullying intervention and school climate improvement may originate from public, private or philanthropic sources. For purposes of this section, "interventions with the bullied child" includes referrals to a school counselor, psychologist or other appropriate social or mental health services, and periodic follow-up by the safe school climate specialist with the bullied child.)
- 7) Student peer training, education and support

- 8) Promotion or parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions.
- 9) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator. Principal, Dr. Karen Manning and School Counselor, Liz Foster are the designated Co-Safe School Climate Coordinators for 2019-2020.

The Coordinator shall:

- 1) Implement the District's safe school climate plan;
- 2) Collaborate with safe school climate specialists, the Board and the Superintendent to prevent, identify and respond to bullying and teen dating violence in the District's school;
- 3) Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education.
- 4) Respond to bullying and teen dating violence in the District's school;
- 5) Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
- 6) Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training is only required once.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist shall:

- 1) Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;

- 2) Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
- 3) Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of the school shall establish a new committee, or designate at least one existing committee, that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one (1) parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

- 1) Receive copies of completed reports following investigations of bullying or teen dating violence;
- 2) Identify and address patterns of bullying and teen dating violence among students in the school;
- 3) Implement the provisions of the school security and safety plan, (developed pursuant to Sec. 87 of P.A. 13-3), regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence, (defined in C.G.S. 10-222d), and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
- 4) Review and amend school policies relating to bullying and teen dating violence;
- 5) Review and make recommendations to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
- 6) Educate students, school employees and parents/guardians of students on issues relating to bullying and teen dating violence;
- 7) Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
- 8) Perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3, or any other activity that may compromise the confidentiality of a student.

Safe School Climate Plan

The Board shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

- 1) Enable students to anonymously report acts of bullying and teen dating violence to school employees and require students and the parent/guardians of students to be notified annually of the process by which they may make such reports.
- 2) Enable the parents/guardians of students to file written reports of suspected bullying and teen dating violence;
- 3) Require school employees who witness acts of bullying or receive reports of bullying or teen dating violence to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, no later than one (1) school day after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report no later than two (2) school days after making such an oral report.
- 4) Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7) Provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
- 8) Require each school to notify the parents/guardians of students who commit any verified acts of bullying or teen dating violence, and the parents/guardians of students against whom such acts were directed, no later than forty-eight (48) hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying and teen dating violence;
- 9) Require each school to invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence, and the parents/guardians of the student against whom such act was directed, to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence;
- 10) Establish a procedure for the school to document and maintain records relating to reports and investigations of bullying and teen dating violence in the school and to maintain a list of the number of verified acts of bullying and teen dating violence in the school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

- 11) Direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated incidents by the same individual that may include both counseling and discipline;
- 12) Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
- 13) Direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence.
- 14) Require the Principal, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or Principal designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;
- 15) Prohibit bullying and teen dating violence (a) on school grounds, a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board and (b) outside of the school setting, if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) Require, at the beginning of each school year, that the school provide all school employees with a written or electronic copy of the District's Safe School Climate Plan; and
- 17) Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Superintendent shall develop rules and procedures which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents/guardians of students are notified of this prohibition against bullying and teen dating violence and the penalties for violating the prohibition by ensuring the posting of such information in the school and by ensuring inclusion of such information in student and parent handbooks.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

Legal References: Connecticut General Statutes
10-15b Access of parent/guardian to student's records, inspection and subpoena of school or student records
10-222d Policy on bullying behavior as amended by P.A. 08-160, 11-232 and P.A. 14-1/2
P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents/Guardians

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws

P.A. 14-1/2 An Act Concerning Improving Employment Opportunities through Education Ensuring State School Climates

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault Adopted: November 10, 2014

TRANSPORTATION

All students who ride a bus to and from school are subject to regulations until they get off at the school or the bus stop near their home. Students may not get on or off the bus anywhere other than their assigned places unless the school has the parent's permission in writing.

Any misbehavior which distracts the driver is a very serious hazard to the safe operation of the vehicle, and as such, jeopardizes the safety of all the passengers.

All students are required to do the following:

1. Wear face mask on bus at all times
2. Will have assigned seating
3. Be at the bus stop on time and wait for the bus in a safe place well off the road.
4. Look both directions to check traffic before crossing the street to board the bus.
5. Enter the bus in an orderly manner and sit down in a seat.
6. Remain seated while the bus is in motion.
7. Keep your head and arms inside the bus at all times.
8. When leaving the bus, check traffic in both directions before crossing at least 10 feet in front of the bus.
9. Remain reasonably quiet and orderly while on the bus.
10. Name calling or showing disrespect for self and others will not be tolerated.
11. No eating or drinking on the bus.

The following are prohibited at all times and may result in automatic suspension of bus privileges:

12. Smoking or lighting matches.
13. Throwing objects or littering.
14. Marring or defacing the bus.
15. Fighting or horseplay.

Students should obey the instructions of the bus driver at all times. Infractions of any of the above may result in the suspension of a student's bus privileges for up to ten days.

Bus Discipline Procedures

1. Driver writes up the student on the first misconduct.
 - a. Students visit the Principal or designee to discuss bus safety.

- b. Misconduct letter is mailed to parents.
 2. Second misconduct - student visits with Principal and a second warning is sent home. Student is assigned a seat on the bus for an amount of time specified by the driver.
 3. Third misconduct
 - a. Bus privileges lost for three days.
 - b. Misconduct report sent home.
 - c. Letter home to parent/guardian informing them of exact days (must be the following week or at least a 4-day period for notice to arrive at parent's home.), unless phone contact has been made.
 4. Fourth misconduct - 5 day bus suspension - parents notified by letter with a copy of misconduct.
- Please note that surveillance cameras may be rotated from bus to bus. A major discipline concern may advance immediately to bus suspension.

OTHER

Pesticide Application Policy

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

An Integrated Pest Management (IPM) plan is in place for Sharon Center School. 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 in accordance with the provisions on the pesticide label.

Public Act 99-165 also allows for the notification of staff, parents and guardians of students prior to the application of pesticide. Any individuals who wish to be notified may register at the school office to receive notice. Notice will be mailed so as to be received 24 hours prior to pesticide application.

Questions regarding the Sharon Board of Education policy for pesticides may be addressed to the Principal.

Emergency Information:

- Hilltop Road will be blocked off at BOTH ends and BOTH entrances to the school will be blocked.
Parents will not be allowed to drive to the school. To ensure the safety of your children, your own safety, and the safety of others, do not drive to the school – which is often the first reaction a parent/caregiver will have.
- Region One Superintendent will be in charge of all communications and will utilize the School Messenger system.

- At regular dismissal time (at school or from the Fire Department), parents will be allowed to pick up their own child(ren) after signing them out on a clipboard monitored by SCS staff. If another student has a note sent by a parent that morning to go home with another parent, it will be allowed. If there is no permission to allow "Mrs. Smith to take home Bobby Jones," it will not be allowed in an emergency situation.
- Buses will be called to come to the school grounds immediately in case children are to be moved or in case the buses are needed for children to wait (inclement weather) until the school is deemed safe for reentry.
- Parents will be notified of the circumstances by an email the day after the emergency. (The State Police are in charge of any investigations, and they will decide what press releases may be given out.)
- Sharon Day Care takes the children in care to their designated location.
- Sharon Day Care will follow Region One decisions relating to weather. To reach Sharon Day Care call 860-364-5182, to reach their after school program (for older children) call 860-364-5153 ext. 224.

Sharon Center School Extraordinary Educational Opportunities Form

Child's Name: _____ Grade____/Teacher: _____

Reason for Absence:

Dates child will be absent: From _____ To: _____

Signature of Parent/Guardian: _____

Days 1 through 9 are excused. Additional days are: Absence Excused _____ Absence Unexcused _____

Principal's Signature: _____

Homeroom Teacher's Signature: _____

PLEASE INCLUDE TEACHER'S NAMES FOR EACH SUBJECT

Math: _____

ELA: _____

Other: _____

Science: _____

Soc. Studies: _____

Other: _____

Date	Assignment

NOTE: This form is due to the principal's office ONE WEEK before trip. While your child is on vacation, teacher(s) will record assignments to be given to your child upon his/her return to school, so that your child will be able to complete assignments missed during his/her absence.

NOTE: Teacher's may give assignments before OR after vacation, this will be at the teacher's discretion.