

Roger Sherman School

2019-2020 Handbook



250 Fern Street
Fairfield, CT 06824
Telephone: 203-255-8330 Fax: 203-255-8208

Dr. Ian Banner, Principal

FAIRFIELD PUBLIC SCHOOLS' MISSION:

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program

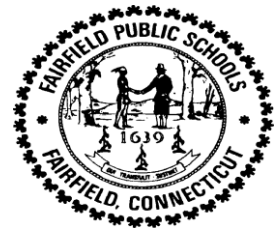


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General School Information

SHERMAN ELEMENTARY SCHOOL
250 Fern Street

FAIRFIELD, CT 06824

PHONE: (203) 255-8330

FAX: (203) 255-8208

Sherman's WEB SITE: <https://fairfieldschools.org/schools/sherm/>

ADMINISTRATION, COACHING and SUPPORT TEAM

Principal.....Dr. Ian Banner
 Elementary Program Facilitator..... Jessica Ottavio
 Language Arts SpecialistKara Atilho
 Language Arts SpecialistLauren Moreno
 Library Media Center Specialist.....Stephanie Goldberg
 Math/Science Specialist.....Robyn Walters
 Psychologist.....Megan Grskovic

OFFICE STAFF - HOURS 8:00 A.M. TO 4:30 P.M.

School Secretary.....Teresa Kerrigan
 Part-Time Secretary.....Lisa Dutkowsky
 Part-Time Secretary.....Liz Foley
 School Nurse.....MaryAnne Cristodero

CUSTODIAL STAFF

Head Custodian.....Joe Ceste
 Night Custodian.....Manny Pena

SCHOOL HOURS

Grades K-5	8:55 A.M. to 3:30 P.M.
Early Dismissal	8:55 A.M. to 1:40 P.M.
Delayed Opening	10:55 A.M. to 3:30 P.M.

**Student drop-off begins at 8:45 A.M. Please do not drop-off students before that time
(unless specific arrangements have been made) as there is no adult supervision available until 8:45 A.M.**

IMPORTANT PHONE NUMBERS/WEB SITES

PHONE NUMBERS	WEB SITES
ABSENTEE CALL-IN LINE: 203-255-8419	FPS Web Site: https://fairfieldschools.org/schools/sherm/
EARLY CLOSING HOTLINE: 203-255-TALK (8255)	PTA Web Site: https://rogershermanpta.membershiptoolkit.com

General Information

- No dogs are allowed on school property (see Safety, Behavior and Expectations section).
- If you or your children are riding bikes to school, please “walk your wheels” once close to and on school property.
- Please check the school calendar for early dismissal days and school holidays.
- All visitors need to make an appointment prior to visiting a classroom.
- All visitors will need to come to the main office and sign in before proceeding into the building.
- Forgotten items can be left on the “oops” cart outside the main entrance. Office staff will be sure it reaches your child.

Central Office Information

Central Office Information

Executive Directors

Ctrl + Click on a name to send an e-mail directly to the person listed.

<u>Mike Cummings</u>	Superintendent of Schools	203-255-8371
<u>Arlene Gottesman</u>	Interim Deputy Superintendent	203-255-8390
<u>Colleen Deasy</u>	Executive Director of Personnel and Legal Services, Title IX Coordinator	203-255-8462
<u>Doreen Munsell</u>	Executive Director of Finance and Business Services	203-255-8383
<u>Robert Mancusi</u>	Executive Director of Special Education and Student Services	
<u>Angelus Papageorge</u>	Executive Director of Operations	203-255-8373
<u>Frank Arnone</u>	Executive Director of Innovation, Curriculum and Programs	203-255-8390

Directors

Ctrl + Click on a name to send an e-mail directly to the person listed.

<u>Nancy Byrnes</u>	Director of Technology	203-255-8367
<u>Walter Wakeman</u>	Director of Elementary Math, Science and Enrichment	203-255-7368
<u>Lynn Holcomb</u>	Director of Elementary Literacy and Learning	203-255-8392
<u>Dr. Gregg Pugliese</u>	Director of Social Studies and Student Centered Learning	203-255-8281
<u>Dr. Jennifer Swingler</u>	Director of Secondary Literacy and Learning	203-255-8286
<u>Justine LaSala</u>	Director of Secondary Science and STEAM	203-255-8282
<u>Dr. Paul Rasmussen</u>	Director of Secondary Math and Student Achievement	203-255-735

Board of Education Information

Board of Education Members

Board of Education Members

Ctrl + Click on a name to send an e-mail directly to the person listed.

Christine Vitale	Board Chairman
Nick Aysseh	Board Vice-Chairman
Jessica Gerber	Board Secretary
Philip Dwyer	Board Member
Jennifer Jacobsen	Board Member
Jennifer Leeper	Board Member
Jeff Peterson	Board Member
Jennifer Maxon-Kennelly	Board Member
Trisha Pytko	Board Member

Board of Education Meetings

Tuesday, August 27, 2019	Regular
Tuesday, September 10, 2019	Regular
Tuesday, September 24, 2019	Regular
<u>Thursday</u> , October 10, 2019	Regular
Tuesday, October 22, 2019	Regular
<u>Thursday</u> , November 21, 2019	Organizational/Regular
Tuesday, December 10, 2019	Regular

Please see link for the 2020 BoE meetings:

<https://boe.fairfieldschools.org/content/uploads/2019/12/BOE-Meeting-Dates-2020-1.pdf>

Principal's Message

Principal Message



Around here, we don't look backwards for very long...We keep moving forward, opening up new doors and doing new things because we're curious...and curiosity keeps leading us down new paths

– Walt Disney

Dear Parents and Families:

As the proud Principal of Roger Sherman Elementary School, I am blessed to serve with and alongside such a wonderful and welcoming staff and community. Sherman is much less a neighborhood school and much more a family striving to make our world and our children more insightful, more accepting of others, kinder and healthier.

At Sherman, we are proud of our efforts and continued work in striving for and reaching high standards of academic achievement, social-emotionally-conscious living, and environmentally sensible actions. For example, the vast majority of our students are reading on grade level and achieving on grade level in math, and we continue to witness frequent and numerous acts of grit and perseverance, as well as kindness and compassion.

Sherman also embraces the dialogue centered on the necessity and challenge of technology use and digital citizenship and supporting and protecting children in the information age. We have also broadened our view of what it means to be diverse and accepting of the varied and often subtle differences in ourselves and others. Additionally, we have piloted programs to minimize waste and use of plastic in the cafeteria, increased our efforts to recycle and to make our space inviting and calming. These efforts have provided a platform on which we will aim to increase student achievement and behavioral performance, accepting and celebrating differences, and embracing an eco-friendly lifestyle in the coming years.

I am a firm believer of openness and transparency, and in that very spirit, I'd like to share just a little about my experiences that have informed my perspective on children, learning and leadership, such that I hope it provides a sense of the framework that often directs and influences my decision-making.

Aside from having earned five degrees, I have accrued 20 years of instructional and leadership experience working in Fairfield Public Schools as both a teacher at the elementary level (12 years), and as a building leader at the secondary level (8 years). I have also taught at the graduate level as an adjunct professor at Sacred Heart University, and I have worked with the State's teacher certification licensure program as a teacher-trainer/presenter and head scorer of the teacher portfolio for licensure. Prior to coming to the US, I played soccer with three professional clubs in England, coached professionally with the national governing body, and was head coach of a first division professional women's team while overseeing the youth program. I have also

served in numerous roles in this country, including Director of Coaching, as well as consulting to both youth and college programs, and have thus logged just as many years as experience in coaching as I have in education.

These experiences and my academic pursuits have led me to view human learning as a meaning-making endeavor and not an exercise in simply acquiring facts and information. As Margaret Mead, a cultural anthropologist, once said: *Children must be taught to think, not what to think*. Even young children need to experience how facts and information inform ideas, thoughts and actions, and they must be provided opportunities use facts to explore and begin to understand how the world works, and how we, as people, work within it. I truly feel that there is no more joy than that derived from experiencing firsthand and supporting the journey of our youngest children towards developing into well-balanced and industrious individuals who are capable of greater levels of acceptance of and collaboration with all people. It's also essential that we support them in developing a comfort in considering alternative ways of understanding and operating in a diverse and dynamic ecosystem such as ours. And it is through this view, I feel, the purpose and value of education can be realized and understood.

The vision for my role of principal is not unlike any other leadership position in which I have served, which has been to place a premium on excellent instruction and planning rich learning experiences, and to establish a culture and climate of respect, courtesy, collaboration and investment that can be felt by all—children, staff and parents. I feel that little is accomplished unless the people with whom one serves and supports feel valued, involved, and emotionally and physically safe, and I also want them to be clear as to the goals we are aiming to meet, that the standards are high, and that to support such work, we must also enjoy what we do, laugh often, and bring joy to the time we spend together.

I want to thank you all for your support of the Sherman teachers and staff, and especially the students. With some big changes this year, you have been a fantastic group with whom to work, and I consider myself blessed to be on your team. Thank you for everything you have done and continue to do for our children and our Sherman staff and community.

As always, I truly look forward to working with and for you this coming year, and I am again excited to partner with you and the wonderful staff to support our Sherman elementary students and community.

Yours truly,

Dr. Ian M. Banner

lbanner@fairfieldschools.org

Follow us on Twitter: @rogershermanllc

School Staff Information

School Staff Information

School Staff Page

<u>Name</u>	<u>Position</u>	<u>Email Address</u>
Coaching Team		
Dr. Ian Banner	Principal	ibanner@fairfieldschools.org
Mrs. Jessica Ottavio	Education Program Facilitator	jottavio2@fairfieldschools.org
Mrs. Kara Atilho	Language Arts Specialist	katilho@fairfieldschools.org
Mrs. Lauren Moreno	Language Arts Specialist	lmoreno@fairfieldschools.org
Mrs. Robyn Walters	Math and Science Teacher	rwalters@fairfieldschools.org
Office Staff		
Mrs. Teresa Kerrigan	Admin Asst. to Principal	tkerrigan@fairfieldschools.org
Mrs. Lisa Dutkowsky (a.m.)	Administrative Support	ldutkowsky@fairfieldschools.org
Mrs. Liz Foley (p.m.)	Administrative Support	efoley@fairfieldschools.org
Nurse		
Mrs. MaryAnne Cristodero	School Nurse	mcristodero@fairfieldschools.org
Special Education Staff		
Mrs. Megan Grskovic	School Psychologist	mgrkovic@fairfieldschools.org
Kirsten Sabrowski	Social Worker	ksabrowski@fairfieldschools.org
Mrs. Liz Antoniou	Special Education Teacher	mantoniou@fairfieldschools.org
Mrs. Beth McKiernan	Special Education Teacher	bmckieran@fairfieldschools.org
Mrs. Stacia Piskura	Special Education Teacher	spiskura@fairfieldschools.org
Miss Lauren Ward	Special Education Teacher	lward@fairfieldschools.org
Janice Kovach	Speech and Language Teacher	jkovach2@fairfieldschools.org
Mrs. Jen Mehta	Physical Therapist	jmehta@fairfieldschools.org
Ms. Veronica Bun	Occupational Therapist	vbun@fairfieldschools.org
Ms. Andrea Loaiza	Occupational Therapist	aloaiza@fairfieldschools.org
Ms. Lauren Bull	Behaviorist	lbull@fairfieldschools.org
Classroom Teachers		
Mrs. Courtney Jamison	Kindergarten Teacher	cjamison@fairfieldschools.org
Mrs. Polly Putorti	Kindergarten Teacher	pputori@fairfieldschools.org

Mrs. Kim Rossi	Kindergarten Teacher	krossi@fairfieldschools.org
Mrs. Bridget Woodfine	Kindergarten Teacher	bwoodfine@fairfieldschools.org
Mrs. Michelle DiPaola	First Grade Teacher	mmeaney@fairfieldschools.org
Mrs. Becky Dowd	First Grade Teacher	rdowd@fairfieldschools.org
Ms. Jessica Hoyt	First Grade Teacher	jhoyt@fairfieldschools.org
Mrs. Leslie Capozzi	Second Grade Teacher	lcapozzi@fairfieldschools.org
Ms. Marie Kass	Second Grade Teacher	mkass@fairfieldschools.org
Mrs. Deanna Kopchik	Second Grade Teacher	dkopchik@fairfieldschools.org
Ms. Stephanie Hayes	Third Grade Teacher	shayes@fairfieldschools.org
Ms. Kristine Ioanna	Third Grade Teacher	kioanna@fairfieldschools.org
Mrs. Sue Miller	Third Grade Teacher	Smiller3@fairfieldschools.org
Mrs. Sarah Paci	Third Grade Teacher	spaci@fairfieldschools.org
Mr. Christopher Carr	Fourth Grade Teacher	Ccarr2@fairfieldschools.org
Mrs. Jen Mencio	Fourth Grade Teacher	jmencio@fairfieldschools.org
Mrs. Stephanie Minardo	Fourth Grade Teacher	sminardo@fairfieldschools.org
Mrs. Aristi Torres	Fourth Grade Teacher	atorres@fairfieldschools.org
Mrs. Kathy Garasimowicz	Fifth Grade Teacher	kgarasimowicz@fairfieldschools.org
Mr. Dan Luciano	Fifth Grade Teacher	dluciano2@fairfieldschools.org
Mrs. Karen Morse	Fifth Grade Teacher	kmorse@fairfieldschools.org
Special Area Teachers		
Miss Kristen Ciarletto	Art	kciarletto@fairfieldschools.org
Mrs. Allison Rock-Studer	Music	arockstuder@fairfieldschools.org
Ms. Sheila Doherty	Music (part time)	sdoherty@fairfieldschools.org
Ms. Katie D'Angelo	Strings	kdangelo@fairfieldschools.org
Ms. Patricia DiMeglio	Band	pdimeglio@fairfieldschools.org
Mr. Eric Osleger	Physical Education	eosleger@fairfieldschools.org
Mr. Chris Lovelett	Physical Education (part time)	clovelett@fairfieldschools.org
Mrs. Susan Welch	Spanish	swelch@fairfieldschools.org
Mrs. Lauren Noonan	STEAM/Gifted	lnoonan@fairfieldschools.org
Mrs. Stephanie Goldberg	Library Media Specialist	sgoldberg@fairfieldschools.org
Mrs. Michelle Gudiel	ELL	mguidel@fairfieldschools.org

Mr. Scott Kangas	Building Sub	bfarenga@fairfieldschools.org
Mrs. Erica Markarian	Intern	emarkarian@fairfieldschools.org
Mr. Luke Altieri	Technology	laltieri@fairfieldschools.org
Paraprofessionals/Support Staff		
Ms. Pamela Drought (Dixon)	Special Ed	pdixon@fairfieldschools.org
Mrs. Arlene Wall	LMC	awall@fairfieldschools.org
Mrs. Liz Helthaler	Special Ed	lhelthaler@fairfieldschools.org
Mrs. Jodi Mantell	(KJ)	jmantell@fairfieldschools.org
Mrs. Robin Orriss	(KW)	rorriss@fairfieldschools.org
Ms. Kate McGurk	(KR)	kmcgurk@fairfieldschools.org
Ms. Joan Moran	(KP)	jmoran@fairfieldschools.org
Mrs. Suzanne Szemplinski	Special Ed	sszemplinski@fairfieldschools.org
Mrs. Julie Lewis	Special Ed	jlewis@fairfieldschools.org
Mrs. Alissa Gatenby	(KW)	agatenby@fairfieldschools.org
Custodial Staff		
Mr. Joe Ceste	Head Custodian	jceste@fairfieldschools.org
Mr. Manny Pena	Night Custodian	mpena@fairfieldschools.org
Cafeteria Staff		
Mrs. Lisa Mulligan	Cafeteria Manager	Shermanschool.cafe@gmail.com
Mrs. Rihab Haidar	Cafeteria Staff	Shermanschool.cafe@gmail.com
Mrs. Maria Imbrongo	Cafeteria Staff	Shermanschool.cafe@gmail.com

IMPORTANT LINKS

Link to Infinite Campus Information

<https://www.fairfieldschools.org/parents/infinite-campus>

Link to Fairfield Public School's Family Guide

<https://www.fairfieldschools.org/parents/family-guide>

Link to Transportation

<https://www.fairfieldschools.org/parents/transportation>

Link to Food Services

<https://www.fairfieldschools.org/departments/finance/food-services>

Link to School's Website

<https://fairfieldschools.org/schools/sherm/>

Link to Sherman's PTA Website

<https://rogershermanpta.membershiptoolkit.com>

Communication

Communication

Telephone

Plans for the afternoon should be made at home prior to coming to school. In an emergency, the office phone may be used with a teacher's permission. Only emergency phone messages for children and/or teachers will be delivered during the school day. Each classroom teacher will review the telephone policy with your child in school.

Fairfield Public Schools Website

There are a lot of wonderful resources for parents on the district's website. These include information about curriculum, registration information, and the district's family guide. Please use the following URL to access district information.

<http://fairfieldschools.org/parent-resources/> Infinite Campus

Infinite campus

Infinite Campus is the tool by which the school and district communicates with families throughout the school year. As such, an Infinite Campus account is very important. Below is a link to a manual that offers suggestions on how to set up your account. We would recommend that you include e-mail and text as contact preferences. Links (such as school letters or newsletters) are only accessible through e-mail.

Please be aware that you need an activation code in order to create a username and password. reghelp, listed under problems logging in, can provide you with an activation code if you have not yet set up an Infinite Campus account.

Please add the address

<https://campus.fairfieldschools.org/campus/portal/fairfield.jsp> to your internet browser to access the new online student information system (Safari, Internet Explorer, and Firefox). Demographic and Emergency Contact Information changes may be made through the parent portal at

<https://campus.fairfieldschools.org/campus/portal/fairfield.jsp> with the following exceptions:

- student legal name
- student address

- student birth date

If any of these areas need to be changed, changes **must** be made at Central Office with appropriate paperwork and a parent/guardian **must** schedule an appointment with the registrar at 203-255-8377.

If your household does not have Internet access or if you feel you might need help completing the forms, please contact our registrar at 203-255-8377. The registrar can make arrangements for you to use a computer at the Central Office to update your family's record and at the same time receive assistance, if needed. This system may also be used to register new students. Simply login to the website as described above, using your family login and click on the area for "new student".

Issues with Infinite Campus

If you have any questions about this process or trouble accessing the portal, you can email reghelp@fairfieldschools.org and they will help you resolve your issue promptly.

Arrival and Dismissal Procedures

Arrival and Dismissal Procedures

Hours of Operation

Grades K-5	8:55 A.M. to 3:30 P.M.
Early Dismissal	8:55 A.M. to 1:40 P.M.
Delayed Opening	10:55 A.M. to 3:30 P.M.

Occasionally, inclement weather makes it prudent for the safety of students to have a delayed opening or early dismissal. Delayed openings are 2 hours after the normal start time and early dismissals are approximately 2 hours before the normal dismissal time.

It is the responsibility of the parent or guardian to listen to the local radio stations (WICC – 600AM, WEZN – 99.9FM) for specific information or call Fairfield Public Schools Talkline at (203) 255-TALK.

Emergency messages will also be issued to the contact phone numbers and email addresses provided by the parents via the Infinite Campus Parent Portal. ***Please see the Emergency Alert System section in this document for additional information.***

Arrival Procedures

- Arrival begins at 8:45 a.m. and ends at 8:55 a.m.
- Walkers can arrive through the main entrance or through the Fern Street entrance.
- Stop, Kiss, and Go may enter the school through the Fern Street entrance.
- Bussers enter the building through the main entrance.
- Staff and Safety Patrollers are available to escort younger students to the building and their classrooms.

Expectations for students arriving early

- The school building opens for students at 8:45 am. Staff members are *not* contractually available to supervise children before 8:45, which is the reason that students are not permitted to enter the building before then. Therefore, please do not drop children off and leave them unsupervised before 8:45 am.
- This is also the case on 2-hour delayed openings; students may enter the building at 10:45 am.

While this is important throughout the entire school year, it is particularly imperative with the dangerously low temperatures we experience during the colder months. As such, we greatly appreciate your cooperation in helping to keep all of our students safe.

Expectations for students arriving late

- Students are considered late and are marked in IC as such when they arrive in the building after 8:55 AM. This is the case regardless of whether or not a staff member is at the Fern Street door.
- We also close the doors on Fern Street at 8:55 AM—the time of the last morning bell.
- Please do not drop off your child in the morning when no staff member is present at the Fern Street door to allow your child to enter the building.
- The expectation for late arrivals is for a parent or guardian to take their child to the main office entrance in order for him or her to enter the building and acquire his or her late pass.

We greatly appreciate your cooperation in adhering to these expectations as they provide a demonstration of courtesy and teamwork for our students and they help to ensure all of our students remain safe.

Dismissal Procedures

- Students are dismissed at the end of the school day by designated groups. Each group is called for dismissal at a specific time. These are as follows:

Bussers and SKG students are called to designated spots inside the building	Dismissed at 3:20 p.m.
Bussers and SKG proceed to outside of building on Fern Street	Dismissed at 3:25 p.m.
Walkers (in the main building) are dismissed through the outside classroom doors. Walkers from the Annex proceed into and through the main building and out of the Fern Street exit	Dismissed at 3:30 p.m.

- Please wait for main building walkers outside of their outside classroom door, and walkers from the Annex by the Fern Street exit. If you are picking up your child at one of these locations, please refrain from parking on Fern Street.

- No one will be allowed into the building to pick up a child unless it is an emergency.
- Students will NOT be dismissed from the SKG group on Fern Street to be a walker. Students who will be walking home must be dismissed as a walker.

SKG Procedure and Expectations



- Orange lines are for buses only. Cars are not permitted to enter onto the school site during drop-off. The same also applies for pick-up. However, if spaces are available at pick up, cars will be permitted to park on campus (only in designated spaces) and only for adults who pick up a child at the outside classroom doors (for grades K-4 only and for students housed only in the main building).

No student should be picked up on campus by car. The SKG line is the only permitted place for this.

- **Yellow** lines are for SKG cars only. Drop-off and pick-up (students allowed to exit and enter the car) is on the solid line only.

The following guidelines are imperative to ensure the safety of Sherman students. Please follow these guidelines if you choose to use Stop, Kiss, and Go for drop-off or pick-up.

1. Stop, Kiss and Go (SKG) is strictly for students who are being picked up in a vehicle in the SKG line on Fern street. The yellow arrow on the picture (above) depicts the length of the permitted drop-off and pick-up line, which will be between the telephone pole after the campus driveway and the red cone or farthest-placed staff member by the playground.

Please relay this to others you may have designated to pick up your child.

2. Students should *only* be let off in the SKG line. Students should not be let out of cars on Birch Road and Beach Road to walk to school. These are not SKG areas and this can create issues with safety and an unnecessary back-up.
3. Vehicles dropping off and picking up will be required to move all the way up and stop as far up Fern Street (at the cone or where directed by a staff member) to allow as many passengers as possible to access the SKG line, simultaneously. All drivers are asked to refrain from stopping in the middle of the SKG designated area to drop off or pick up as this greatly slows down and undermines the efficiency and courtesy of the SKG line.
4. Please DO NOT get out of your car in the SKG line as all drivers are expected to remain in their vehicle at SKG drop-off and pick-up.
5. At arrival, have your child ready to get out of the car when you enter SKG. If possible, have them on the passenger side of the car.
6. Please do not wait to watch your child enter the building. This will cause traffic to back up onto the main road. We kindly ask that drivers plan accordingly to avoid any need to exit the vehicle because this undermines SKG efficiency.

7. Sherman staff are positioned on the side of the street marked on the map with a yellow arrow to assist with drop-off and pick-up. Staff and Safety Patrollers will monitor and/or escort younger children to the building in the morning and to cars in the afternoon.
8. For SKG vehicles that arrive early, drivers are expected to turn off their car to avoid idling.
9. Immediately after dropping off and/or picking up, each car can carefully move forward and out of the line with a wealth of caution to avoid issues with other cars moving forward and/or exiting the line. The drop-off/pick-up line will be continuously moving to ensure efficiency and expeditiousness.
10. Parents, family members or family support members (i.e. those not dropping off/picking up as part of SKG or picking up directly from a classroom) will not be permitted to park on Fern Street during SKG periods. We kindly ask that parents inform and/or remind family or support members of this.

Each family's continued cooperation and compliance with this process is greatly appreciated.

Change of Dismissal Procedures

Each student begins the school year with a transportation calendar assignment on Infinite Campus:

- Bus:** The bus assignment means that the student lives far enough away from school to warrant a bus for transportation to and from school each day.
- Walker:** If the student is not assigned to a bus, the Infinite Campus transportation record will remain blank. This means that the student is a walker and lives close enough to walk to and from school each day.

The Infinite Campus transportation calendar assignment is the student's default dismissal plan for the school year. This means that the students will always be dismissed from school each day according to this plan. ***Please make sure Infinite Campus is updated and accurate.***

There are occasions when parents may want to change a student's default dismissal plan for an appointment during the middle of the day or for an after-school activity. Some dismissal changes may only be for a single day and others may require a permanent dismissal change.

Requesting a Change of Dismissal at the Start of the School Day

1. Parents must send in a change of dismissal note on the day the change is being requested.
2. The student brings the change of dismissal note to school and gives it to his/her teacher
3. The note should list the current date, reason, and timing of the dismissal change
4. Students that are leaving school early must be signed out in the Main Office by his or her parent/guardian. The office staff will then call the classroom to release the student.

Requesting a Change of Dismissal During the School Day

1. If you must change your child's dismissal after the school day has started, we need you to send your request in writing or call so that the office staff can inform the classroom teacher.

WHENEVER POSSIBLE, ALL DISMISSAL CHANGES SHOULD BE RECEIVED IN THE MAIN OFFICE BEFORE 3:00 P.M.

Requesting a Change of Dismissal After an in-School Event

1. If you attend an in-school event and want to take your child/children home early, please proceed to the Main Office and the office staff will call the classroom to release your child/children.
2. Please do not go to your child's classroom for pick-up, as this interrupts educational instruction and school safety.

Requesting an Emergency Change of Dismissal

1. **We will only accept dismissal changes over the phone in the event of an emergency.** We do realize that there are times when emergencies do occur and we will try to accommodate phone requests as they arise.

Additional Dismissal Guidelines

1. **Teachers will not accept a verbal dismissal change from students.**

If your child does not bring in your written change of dismissal request, he or she will be released according to his or her default dismissal plan.

2. **Teachers cannot accept dismissal notes for future dates.**

Teachers work on a daily dismissal schedule and do not have the resources to track weekly dismissal changes for multiple students. Please DO NOT send in a note that says, for example: "Ray will be picked up at 12:00 next Friday" or "Jane is being picked up early for a dr. appt. at 2:00 tomorrow and will also go to Kid's Time after school on Thursday"). If you do have changes for multiple days within the same week, you must send a note for each day that your child's

dismissal plan will change. If the dismissal changes will be permanent, please refer to #3 below.

3. Write “PERMANENT” on any note where your child’s dismissal plan will be changed permanently.

Should you desire to permanently change your child’s dismissal plan, send in a note defining the days of the week that the change will be effective. Be sure to write “PERMANENT” on the top of the note and include the reason for the dismissal change: e.g., “Suzy will attend Kids Care Monday through Friday” or “Johnny will be a pick-up on Monday and Wednesday and will take the bus on Tuesday, Thursday, and Friday”. The change will remain in place until you send in another change of dismissal note to replace it.

4. Do not email dismissal change requests, unless directed by the office staff.

Please refrain from emailing a change of dismissal request, unless directed by the office staff. As the school server occasionally experiences server outages, the office staff cannot count on this method of communication to be an effective way to manage the dismissal process. A written note sent in with your child in the morning works best to ensure your dismissal changes are recorded properly. In addition, teachers may only have time to check emails at lunch or at the end of the school day, which would prevent them from responding to your request in a timely fashion.

Finally, the office staff may not see a late afternoon email sent by a parent until after the school has been dismissed. The last hour of the school day is extremely busy for the office staff as they are typically dismissing students that have planned early dismissals, in addition to calling dismissal for the entire school.

5. Students MAY NOT be called out of class to wait in the office for an early dismissal.

Please arrive to school a few minutes early—this will give the office staff time to locate your child and will allow the child adequate time to pack-up and come to the Main Office to meet you.

6. Daily dismissal change notes will be given back to students at the end of the school day.

Students sometimes forget that they have a dismissal change at the end of the school day, even when they are reminded before they leave the classroom. Teachers will make every effort to remind students of the dismissal change, which should deter students from getting on a bus when they are supposed to attend an after-school program or be picked up by Mom/Dad/Guardian. However, this is not always possible.

Family Emergency Plan for an Early Dismissal

To be prepared for an early dismissal, parents will want to implement a family emergency plan, such as giving your child three to five homes to go to in the neighborhood, in a certain order.

- Remind them to go to the designated neighbor.
- Show them where an extra house key is kept.
- Have them call you or another adult when they arrive home to inform you of their whereabouts.

We suggest that you walk through a simulation with your child to give them the experience in a non-threatening situation. This planning not only prevents numerous phone calls, but also alleviates the child's anxiety.

Before and After School Care

Kids Time by the Sea

Alison Groenstein

ACK4US@optonline.net

219-985-5922

No Parking in Front of The Main Office

When picking up or dropping off before and after SKG, as well as during the school day, please remember that there will be:

1. No parking or temporary stopping permitted on the yellow lines marked on the ground. Instead, please park in a parking spot or in the bus lane (only outside of SKG times). And this can only be temporary.
2. No leaving a car idling in front of the building, even if only stopping for a short while.

Again, this will pertain to all times before, during and after school, which will include drop-off and pick-up for Kids' Time, as well as students arriving late or leaving early.

Emergency Procedures

Emergency Procedures

Lockdown

Lockdown drills are scheduled several times throughout the school year. The principal will notify you after a lockdown is completed.

Lockdown and relocation procedures will be practiced a minimum of three times throughout the school year. Parents will be notified whenever a lockdown drill occurs. In the event of an emergency lockdown, all students will be secured in locked classrooms within the building or at designated lockdown locations during recess. A staff member may not be available to answer phone calls or emails during a lockdown. All district communication and updates will be sent out through Infinite Campus. Please be sure to update all contact information at the beginning of each school year.

Fire Drills

Connecticut law requires that each school hold monthly fire drills. There are procedures at school to evacuate children quickly and safely in the event of a fire.

Cancellations/Emergency Closings/Delayed Openings

EMERGENCY ALERT SYSTEM

Delayed Opening/Early Dismissal/Other Notifications

The Fairfield Public Schools use an emergency communication system to inform parents/guardians via home phone, cell phone, email, or text message of any school delayed opening, early dismissal, or closure in addition to other notifications.

All parents/guardians are required provide how they wish to be contacted in an emergency.

Parents are responsible to complete and keep current emergency contact information for their children through the Fairfield District Infinite Campus Parent Portal available at:

<https://campus.fairfieldschools.org/campus/portal/fairfield.jsp>

The district uses cell phone text and e-mail messages for alerts, weather delays and cancellations. In extreme emergencies, the home phone will be used.

If parents/guardians wish to **opt out** of the phone call at home, which can be as early as 5:15 a.m. for a school closure, they must uncheck the home phone under emergency notifications. It is recommended the parent/guardian select an alternative choice such as cell phone text or email notification.

Emergency Procedures

Planning for the safety of the children is our highest priority and is done jointly with the professionals at the Fairfield Police and Fire Departments.

Predetermined plans have been developed as responses to a variety of possible situations. While it is not possible to know in advance what form an incident may take, the following are shared as elements of the district's emergency plan which are anticipated to be relevant under many circumstances:

In the event of an incident, school district staff will implement appropriate, predetermined measures such as an evacuation or lockdown initiated by the building administrator. Communication will be initiated immediately with Fairfield police and fire personnel. The staff will follow the predetermined plan under the direction of the building administrator until the arrival of police and fire personnel, who will take command of the situation as appropriate to the nature of the incident.

Note: Teachers are required to take attendance records with them and re-assemble students in a predetermined safe area. At this time, the teacher will verify attendance.

All schools have on-site evacuation plans. If warranted, a central evacuation site on the Fairfield University or Sacred Heart University campus can be utilized.

In the event of an incident, children will be kept in school for the duration of the normal school day unless otherwise dictated by local conditions or the direction of the Fairfield police or fire personnel.

If an incident occurs, a child will be released only to his/her parent or guardian if the parent or guardian personally appears at the school or other designated location to take possession of the child.

Parents are urged to listen to public safety announcements made over radio and television at the time of the incident, which will provide information and guidance on the situation. In addition, email and text messages may be sent out via Infinite Campus (IC) system regarding the incident.

If an incident occurs at a distance and there is a disruption of regional transportation (e.g., train service is halted, I-95 is closed), each site will make every effort to determine those children who will be going home at dismissal to an unanticipated, unsupervised situation caused by the incident or by the disruption of transportation. Emergency contact information will be utilized to identify alternate destinations for those children affected based on the emergency contacts provided by the parent or guardian. At a time designated by the district, children who remain at school will be transported by the district to Fairfield Warde High School, which will serve as the district's temporary emergency shelter and family reunification site.

The district staff is trained in a variety of responses to local public health or safety emergencies, including the implementation of lockdowns and evacuations. Details of these responses are not publicized for security reasons.

Schedules and Calendars

Schedules and Calendars

School Calendar

The Board of Education has established a calendar containing 182 days for instruction. School will begin with a full day for all students in grades K-12 on **Thursday, August 29, 2019**. Specific information on orientation will be sent from the schools.

2019-2020 Fairfield Public Schools Student Calendar

Amendment to BOE Student Calendar - Approved by BOE March 12, 2019

Amendment to BOE Student Calendar - Approved by BOE December 11, 2018

July 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 4–Independence Day

August 2019 ⁽²⁾						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 26, 27, 28–PD days

August 29–First Day of School

September 2019 ⁽¹⁹⁾						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sept 2–Labor Day

Sept 24–Early Dismissal PK-12 (PD)

Sept 30–Rosh Hashanah

October 2019 ⁽²²⁾						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 9–Yom Kippur

Oct 10–Early Dismissal, Conference Day **PK-8** (Not HS)

Oct 15–Early Dismissal, Conference Day **PK-8** inc. PM Conf (Not HS)

Oct 16–Early Dismissal **PK-12**, Conference Day and HS PSAT

November 2019 ⁽¹⁷⁾						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 5–All Day PD

November 11–Veterans Day

November 27–Early Dismissal PK-12

November 28-29–Thanksgiving

December 2019 ⁽¹⁵⁾						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 23-31–Winter Break

January 2020 ⁽²¹⁾						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 1–New Year's Day

Jan 17–Early Dismissal PK-12 (PD)

Jan 20–MLK Jr. Day

February 2020 ⁽¹⁸⁾						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb 13–Early Dismissal PK-12 (PD)

Feb 14–February Break

Feb 17–Washington's Birthday

March 2020 ⁽²²⁾						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 10–Early Dismissal PK-12 (PD)

March 18, 19, 26–Early Dismissal **PK-5 Elementary Only** (Conference Days, PM Conf on Mar 26)

April 2020 ⁽¹⁵⁾						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 10–Good Friday

April 13-17–Spring Break

April 28 - Primary

May 2020 ⁽¹⁹⁾						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 25–Memorial Day

May 26–All Day PD

June 2020 ⁽¹²⁾						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 15 - Early Dismissal PK-12

June 16 - Early Dismissal PK-12 and Last Day of School

The first 6 snow days will extend the length of the school year and the date of high school graduation. Additional snow days will reduce the April Break beginning with the last day, April 17.

No School

No School and Professional Development for Staff

Early Dismissal

Early Dismissal and Professional Development or Conferences

The last 2 days are Early Dismissal days for students only.

2019-2020 Fairfield Public Schools Student Calendar A-F DAYS

Amendment to BOE Student Calendar - Approved by BOE March 12, 2019

Amendment to BOE Student Calendar - Approved by BOE December 11, 2018

July 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 4—Independence Day

August 2019 (2)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 26, 27, 28—PD days

August 29—First Day of School

September 2019 (19)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	C	D	E	F	7
8	A	B	C	D	E	14
15	F	A	B	C	D	21
22	E	F	A	B	C	28
29	30					

Sept 2—Labor Day

Sept 24—Early Dismissal PK-12 (PD)

Sept 30—Rosh Hashanah

October 2019 (22)						
Su	Mo	Tu	We	Th	Fr	Sa
		D	E	F	A	5
6	B	C	9	D	E	12
13	F	A	B	C	D	19
20	E	F	A	B	C	26
27	D	E	F	A		

Oct 9—Yom Kippur

Oct 10—Early Dismissal, Conference

Day **PK-8** (Not HS)

Oct 15—Early Dismissal, Conference

Day **PK-8** inc. PM Conf (Not HS)

Oct 16—Early Dismissal **PK-12**,

Conference Day and HS PSAT

November 2019 (17)						
Su	Mo	Tu	We	Th	Fr	Sa
					B	2
3	C	5	D	E	F	9
10	11	A	B	C	D	16
17	E	F	A	B	C	23
24	D	E	F	28	29	30

November 5—All Day PD

November 11—Veterans Day

November 27—Early Dismissal PK-12

November 28-29—Thanksgiving

December 2019 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
1	A	B	C	D	E	7
8	F	A	B	C	D	14
15	E	F	A	B	C	21
22	23	24	25	26	27	28
29	30	31				

December 23-31—Winter Break

January 2020 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	D	E	4
5	F	A	B	C	D	11
12	E	F	A	B	C	18
19	20	D	E	F	A	25
26	B	C	D	E	F	

Jan 1—New Year's Day

Jan 17—Early Dismissal PK-12 (PD)

Jan 20—MLK Jr. Day

February 2020 (18)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	A	B	C	D	E	8
9	F	A	B	C	14	15
16	17	D	E	F	A	22
23	B	C	D	E	F	29

Feb 13—Early Dismissal PK-12 (PD)

Feb 14—February Break

Feb 17—Washington's Birthday

March 2020 (22)						
Su	Mo	Tu	We	Th	Fr	Sa
1	A	B	C	D	E	7
8	F	A	B	C	D	14
15	E	F	A	B	C	21
22	D	E	F	A	B	28
29	C	D				

March 10—Early Dismissal PK-12 (PD)

March 18, 19, 26—Early Dismissal **PK-5 Elementary Only** (Conference Days, PM Conf on Mar 26)

April 2020 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
			E	F	A	4
5	B	C	D	E	10	11
12	13	14	15	16	17	18
19	F	A	B	C	D	25
26	E	28	F	A		

April 10—Good Friday

April 13-17—Spring Break

April 28 - Primary

May 2020 (19)						
Su	Mo	Tu	We	Th	Fr	Sa
					B	2
3	C	D	E	F	A	9
10	B	C	D	E	F	16
17	A	B	C	D	E	23
24	25	26	F	A	B	30
31						

May 25—Memorial Day

May 26—All Day PD

June 2020 (12)						
Su	Mo	Tu	We	Th	Fr	Sa
	C	D	E	F	A	6
7	B	C	D	E	F	13
14	A	B	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 15 - Early Dismissal PK-12

June 16 - Early Dismissal PK-12 and Last Day of School

The first 6 snow days will extend the length of the school year and the date of high school graduation. Additional snow days will reduce the April Break beginning with the last day, April 17.

No School

No School and Professional Development for Staff

Early Dismissal

Early Dismissal and Professional Development or Conferences

The last 2 days are Early Dismissal days for students only.

Parent Teacher Conferences

It is important to establish open communication with your child's teacher in order for your child to be successful in school. One form of communication to support the parent-teacher relationship. Parent/Teacher conference days have been established in the fall and the spring to facilitate the process. On these days, students have early dismissal. Please mark these dates on your calendars.

Fall		Spring	
Thursday, October 10, 2019	<i>Afternoon</i>	Wednesday, March 18, 2020	<i>Afternoon</i>
Tuesday, October 15, 2019	<i>Evening</i>	Thursday, March 19, 2020	<i>Afternoon</i>
Wednesday, October 16, 2019	<i>Afternoon</i>	Thursday, March 26, 2020	<i>Evening</i>

You will receive specific information regarding the scheduling of your conference from the staff of your child's school.

When attending conferences please keep the following in mind and please consider what you would like to share or ask in these areas at your conference:

- Establish early communication with the home;
- Exchange information about the child;
- plan how home and school will work together for the child's benefit;
- develop understanding of concerns and expectations;
- report student progress and show samples of student work;
- answer questions about grades (where applicable); and
- talk about the transition from grade to grade.

Open House

Open House is an opportunity to meet your child's teacher and get an overview of the classroom procedures and the expectations for the year. This event is parents only. Please use this time to learn more about your child's educational experience for the upcoming year.

The date for Open House for the 2019-2020 school year is Thursday, September 19, 2019. The program is as follows below:

- 6:00-6:45 Grades K-2 in their classrooms.
- 6:45-7:15 Dr. Banner speaks to parents in the APR
- 7:15-8:00 Grades 3-5 in their classrooms.

Progress Reports

The elementary school Progress Reports are designed to provide parents and other caregivers with an understanding of their child's progress towards mastering grade level standards. See the link below to see the Progress Report rubrics.

<https://www.fairfieldschools.org/academics/progress-reports>

If you should need further information on your child's progress please contact their teacher.

Progress Reports are issued three times a school year through the Infinite Campus portal. The Progress Report dates are as follows:

Wednesday, December 18

Wednesday, March 18

Thursday, June 16**

**(Tentative; will depend on snow days)

SBA

Students in the Fairfield Public Schools participate in several standardized testing programs. The Smarter Balanced Assessment (SBA) is a State mandated examination administered to students in grades 3-8 and grade 11. These assessments take place in the spring. Students will take two sections: English Language Arts (ELA) and Math. The ELA addresses reading, writing, and listening standards. Math addressed four components: Concepts and Procedures, Problem Solving, Modeling and Data Analysis, Communicating and Reasoning. More information about the SBA's can be found at <https://ct.portal.airast.org/>

NGSS

Assessments aligned to the Next Generation Science Standards (NGSS) will be administered to all students in Connecticut at Grades 5, 8 and 11. This assessment takes place in the spring. The tests at each grade assess students' understanding of the NGSS across the corresponding grade band (3-5, 6-8 and high school). Information about the science standards can be found at www.nextgenscience.org

CogAts and Naglieri

Fairfield Public Schools administers the Naglieri Non-Verbal Test and the Cognitive Abilities Test (CogAts) to identify gifted students. Both these assessments are given in October to students in third grade.

STAR Reports

All STAR assessments are computer-adaptive tests (CATs). Computer-adaptive tests continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased.

STAR Reading™ is an assessment of reading comprehension and skills for independent readers through grade 12. STAR Reading tracks development in five domains: • Word Knowledge and Skills • Comprehension Strategies and Constructing Meaning • Analyzing Literary Text • Understanding Author's Craft • Analyzing Argument and Evaluating Text

STAR Early Literacy™ is an assessment of early literacy skills developed for Pre-K–3 students. STAR Early Literacy tracks development in three domains and ten sub-domains: Word Facility and Skills Comprehension Strategies and Constructing Meaning Numbers and Operations Alphabetic Principle Concept of Word Visual Discrimination Phonemic Awareness Phonics Structural Analysis Vocabulary Sentence-Level Comprehension Paragraph-Level Comprehension.

STAR Math™ is an assessment of mathematical comprehension and skills for students through grade 12. The following four domains are identified and included in STAR Math: • Numbers and Operations • Algebra • Geometry • Measurement and Data Analysis • Statistics and Probability.

STAR scores are just one piece of a child's learning profile and are used in conjunction with many other assessments and performances.

STAR Testing Dates:

- done by 9/20-Grades 1-5-Math and Reading
- 1/06-1/17-Kdg-Early Literacy and Grades 1-5-Math and Reading
- 5/04-5/15- Kdg-Early Literacy and Grades 1-5-Math and Reading

You will receive a reminder of the dates of applicable testing for your child from school staff so he/she may be well rested and ready to do his/her best work. STAR test results are made available to you via ***Infinite Campus Backpack***.

Special Schedule

	Frequency:	Grade level/Duration
Art:	Once every 6 days for Grades K-5	Kindergarten/ 40 minutes Grade 1/ 55 minutes Grade 2/ 55 minutes Grade 3/ 55 minutes Grade 4/ 70 minutes Grade 5/ 70 minutes
Music:	Twice every 6 days for Grades K-5	Grade K-4 th /40 minutes Grade 5 /1 40 minute class, 1 55 minute class (Chorus)
Physical Education:	Twice every 6 days for Grades K-5	Grade K-5 th /40 minutes
Library Learning Time:	Once every 6 days for Grades K-4	Grade K-4 th /40 minutes 5 th grade is scheduled flexibly
Band Lessons:	Offered in Grade 5	Grade 5/ 45 minutes
String lessons:	Offered in Grades 4 and 5	Grade 4 and 5/ 45 minutes
Recorder:	Lessons begin in Grade 3	During Music class
Spanish:	Twice every 6 days for Grades 3-5	Grade 3-5 th /30 minutes
Library:	Flexible Setting	Flexible
STEAM:	Once every 6 days for Grades K-5	Grade K-5 th /40 minutes

District Policies and Procedures

District Policies and Procedures

Field Trips

Each grade will take field trips throughout the year as an extension of the curriculum.

- | |
|--|
| <ul style="list-style-type: none"> • Permission slips are sent home in advance, along with requests for fees, if necessary. |
| <ul style="list-style-type: none"> • Travel is generally by school bus, although coach/luxury buses are used for longer trips. |
| <ul style="list-style-type: none"> • Teachers will select parent volunteers to chaperone field trips. |
| <ul style="list-style-type: none"> • Field trips are subsidized by the Elementary School PTA and scholarships are available. |
| <ul style="list-style-type: none"> • Siblings are not permitted to attend any field trip. |

Dress Code

At all Fairfield Public Schools, we take pride in our students and know that their dress reflects pride in the school and in themselves. At no time should clothing be a distraction to the students nor should their attire be a danger to their personal safety in the classroom or on the playground. Appropriate footwear should be worn, and sneakers **must** be worn to participate in Physical Education classes. Outerwear, including coats, jackets, or windbreakers should be worn on cooler days.

Visitation

School visitors must have an appointment with a staff member or have a legitimate reason for entering the school. This includes parents and community members, as well as, former students. Appointments will be confirmed with the staff member in question. School personnel must approve all other activities for which someone is entering the school.

Homework

The Board of Education considers homework and other out-of-class assignments to be basic parts of the educational program of the Fairfield Public Schools. Through homework and out-of-class assignments, students have an opportunity to reinforce and/or extend academic and learning skills taught in class. Homework also contributes to the students' development of such skills as working independently, organizing time, developing effective work habits, and developing self-discipline in accepting responsibilities. Parents or guardians are encouraged, through discussions with their children, to become aware of, and to support the need for the student to complete homework and other out-of-class assignments.

Board of Education homework Policy:

<http://cdn.fairfieldschools.org/boe/policies/6000/6154AR%20-%20Administrative%20Regulations%20on%20Homework.pdf>

Vacations When School is in Session Policy: *homework requests*

The staff of the Fairfield Public Schools emphasizes the importance of regular school attendance. We urge you to plan vacations only during the time school is **NOT** in session.

If you **must** take a family vacation during school time, the following will be the responsibility of both the parents and child:

- School work will not be provided for vacations.
- During the vacation, parent or guardian should set aside reading time and ask students to journal about their adventures.
- For all students, vacations will be considered unexcused absences. For more information, see the Board of Education Policy 5112.

Attendance Policy

Sherman's attendance guidelines are based on the Fairfield Board of Education's policy about attendance and truancy. The link is provided below.

<https://sherm.fairfieldschools.org/school-information/attendance-policy>

Please be aware of the following guidelines:

1. Absences 1-9 are considered "excused" when appropriate documentation is provided by a student's parent/guardian approving the absence, due to: illness or injury, death in the immediate family, religious obligation, court appearance, school sponsored activity, lack of transportation normally provided by the district, an emergency, or an exceptional circumstance pre-approved by a District Administrator. Appropriate documentation can be a note, an e-mail, or the return of a phone call from the main office.
2. For the tenth absence and all absences thereafter, a student's absences from school are considered excused if there is medical documentation for an illness from a licensed medical professional (regardless of length), or we have appropriate documentation for any of the other reasons listed above.
3. Anything not listed above is considered an unexcused absence. Vacations are considered unexcused absences.
4. By Board policy, a student is considered truant when that student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.

Please be aware that if your child accumulates four unexcused absences in one month or ten over the course of a year, you will receive a letter from the school. You may also be contacted by a member of school team to discuss a plan to avoid future absences.

Tardiness and Early Dismissals

Per board policy (5113), students are expected to be in school during the hours and terms the public school is in session, and so time lost from class, regardless of when that is during the day, becomes a loss of instructional opportunity. Frequent tardiness and/or early dismissals will interfere with instruction, and this can disrupt both the student and the class in numerous ways. Therefore, and barring any emergency and/or extenuating circumstances, we urge students to be on time each day and to remain in school until dismissal.

The school will communicate on instances of frequent tardiness and/or frequent early dismissals to specify the impact they are having on a student's achievement and/or performance and to determine ways we can help, if necessary.

Locking of School Doors

For the safety of our students, ALL school doors are locked throughout the day. However, between 8:45 a.m. and 8:55 a.m., the Fern Street doors and the Main Office doors will be open for student access only. After 8:55 a.m., please ring the bell located at the main office to gain access.

Dogs on School Campus

Although it is not a district policy, dogs are not permitted on school property and campuses per the town of Fairfield ordinance, section 14 (iv), which states that "...No dog shall be permitted in any park or play lot at any time," and all schools *are* considered a play lot. Therefore, dogs are not permitted on school property at any time.

We ask that you kindly adhere to this ordinance as it will be enforced. We also ask that you communicate this to family members, friends and others who may walk your child(ren) to school or pick them up at the end of the day and bring the dog.

Recess and Lunch Procedures

Lunch and Recess Procedures

Schedule (2019-2020)

Grade level	Recess	Lunch
K	11:15-11:35	11:40-12:00
1	11:30-11:50	11:55-12:15
2	11:45-12:05	12:10-12:30
5	12:00-12:20	12:25-12:45
4	12:15-12:35	12:40-1:00
3	12:30-12:50	12:55-1:15

Food Policies

<https://www.fairfieldschools.org/departments/finance/food-services>

No Food Zones

Please be aware that the following locations are NOT permitted any food at any time within or outside of school hours: (1) Art room, (2) gymnasium, (3) music room, (4) library media center, (5) on the stage in the APR, and (6) the STEAM room in the annex.

Please remember that our classrooms in the school and district are peanut and tree-nut free, and so no food items containing these ingredients should be sent for children's snacks.

Nut Free Table

A peanut free table is available for all students with known allergies. Students may ask friends to join them at this table if they are purchasing a hot lunch. Hot lunch from the school are nut free and are safe for students with such allergies. The only child that may bring a cold lunch to the nut free table is the child with the nut allergy.

Menu: <https://www.fairfieldschools.org/departments/finance/food-services>

Free and Reduced Lunch Applications

[https://cdn.fairfieldschools.org/food-services/2019-20 Free and Reduced-price Meals Application and FAQ-English.pdf](https://cdn.fairfieldschools.org/food-services/2019-20%20Free%20and%20Reduced-price%20Meals%20Application%20and%20FAQ-English.pdf)

Celebrations

Birthdays and Birthday Lunches with Parents

We are happy to welcome parents to school for a special birthday lunch with their child on his or her birthday.

Please contact the Main Office or send an e-mail or note to the classroom teacher to add your birthday lunch to our Visitor Calendar, which will assist our Head Custodian in preparing for your visit. A private table will be set up for you in the All-Purpose Room.

As a reminder, the birthday lunch table is reserved for parents and their children only. Celebrations with friends should be scheduled outside of the school day.

Per district policy, food is not allowed at school celebrations such as birthdays and holiday parties. However, Sherman celebrates all birthdays in other ways that do not include the sharing of food. For example, birthday students and staff are broadcasted at morning announcements and each classroom celebrates birthdays in a special way that can be explained by each teacher. Please feel free to send in a special snack on for your child only on his/her birthday, but no food can be sent in for other students.

Additionally, we will not permit the dissemination of birthday party invitations for selected students at school, nor goody-bags.

Valentine's Day

Valentine's Day and all other holidays and/or celebrations must adhere to the district policy that states that food will not be permitted in school that can be shared or distributed. Therefore, and to avoid any issues with food allergies, please do not send in any food and/or candy for students to share at any celebration. This policy also pertains to all Valentines. Valentines must be nonedible for all grade levels. This is especially important when considering that there is no way of

monitoring sharing on buses or in situations without direct adult supervision.

Food Services

Elementary Schools Lunch Cost	\$2.85
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<https://www.fairfieldschools.org/departments/finance/food-services>

Whitson's Food Services

Whitson's Allergy letter

<https://resources.finalsite.net/images/v1574195813/fairfieldschoolsorg/pbzbwlkjwvz8qpgwrfwe/WhitsonsAllergenPolicyMemo.pdf>

Recess

Sherman is a huge supporter of and advocate for activity and movement at all ages, and especially in the elementary years. Thus, we feel that play (recess) is an essential aspect of a youngster's overall development and playing safely is of utmost importance to us.

During recess at Sherman, we absolutely prefer to use the fields over the blacktop. However, when the field is wet, we feel it is more dangerous for students to be on the grass because their footwear is often not conducive to supporting them on such a surface, which can quite easily lead to slipping and injury. Additionally, the wet conditions will often soak students' feet and in some cases, their clothes, and for the remainder of the day, their cold, wet clothing will negatively impact their level of comfort and capacity to stay focused on and fully attentive to their academics.

Having said that, we are fully aware that the blacktop can also be a source of challenge, whereby students can fall and trip, and while the landing does not necessarily lead to wet, muddy clothing, the landing on a hard surface can be very painful. However, even in the best of weather conditions, we still experience students tripping and falling on the blacktop with, it seems, equal frequency when playing a variety of games and activities.

Our staff are frequently reminded to be much more judicious with certain games being played when recess is restricted to the blacktop, especially due to the hard surface and the whole group being limited to a smaller space. However, we do not feel a need to ban certain activities, but we *have* required the staff to more closely monitor the games and activities to ensure they demand that students adhere to greater awareness and care so as to minimize the potential for injury. Students who fail to comply with such controls at recess will be warned and reminded of the expectations, and if it occurs again, they will then be told to play a different activity for the remainder of the recess period and for that day only.

With all of this in mind, and on each given day following heavy rain, we very carefully make a decision on whether or not to use the field and in the overall interest of student safety.

Attire at Recess

As the much colder temperatures befall us, we still feel it is important that the children get fresh air and some outside time each day. Therefore, please ensure that your child(ren) has the appropriate attire to be able to go outside in cold temperatures and remain comfortable and warm.

Programs and Support Services

Programs and Support Services

There are numerous programs used to support students' academic, behavioral and emotional development. Additionally, various assessments and methods are also used to determine whether students are achieving grade-level expectations.

Through a process that utilizes scientifically research-based interventions (SRBI), we frequently review student achievement of predetermined academic indicators (classroom work, STAR testing, etc.) and their performance on such measures to identify who may be exhibiting a need for support.

Language Arts Support

The Language Arts Specialists will assist students who have been identified by the SRBI Team as needing language arts support. These specialist work with students according to their specific literacy area(s) of need. The SRBI team through a formal SRBI process determines the frequency and duration of their services.

Math and Science Support

The Math/Science Specialist will assist students who have been identified by the SRBI Team as needing math or science support. The SRBI team through a formal SRBI process determines the frequency and duration of their services.

Speech and Language Support

Speech and Language services provide a remedial program that enables children to optimize communication skills and improve speech/language issues which impact academic functioning. Students may qualify for services on the basis of staff or parent referrals and diagnostic testing.

Psychologist

The School Psychologist provides psychological and counseling services to any child, parent, and staff member in the school community as needed. The Psychologist works to ensure the students have a successful school year by

utilizing a variety of services designed to help children learn and grow to their highest potential. Some of these services may include:

- Individual and group counseling
- Groups to help children enrich their social and friendship skills
- Individual sessions to help children adjust to school
- Classroom lessons to help children learn how to get along with others
- Conferences with parents to learn about their child's progress in school
- Teaching social skills
- Diagnostic assessments

Lunch bunch and social skills groups are formed at the beginning of the school year. These groups meet for approximately twenty to thirty minutes per week at a time. They include a small number of students on any given occasion and focus on the acquisition of skills for establishing and maintaining positive peer interactions as well as problem solving. Activities are enjoyable and include conversations, and/or games and role-plays. Those students who wish to be a part of these groups will be considered “guests” as they will not be asked to participate on regular basis. In addition, students will not be asked to join these groups during essential academic time or specials.

Social Worker

The Social Worker helps students, families, and staff deal with everyday issues affecting their school performance. The Social Worker provides group and individual counseling to students on varied topics such as: friendship, changing families, social skills, problem solving, etc. She is also available to parents to address any behavioral/ emotional issues at home. Mrs. Sabrowski is at Sherman School on A days (12:00 – 2:30), and D and F days.

Library Learning Commons

Ours School's library media program taught by the Library Media Specialist, Mrs. Stephanie Goldberg. Library Learning Time occurs once every 6 days for Grades K-4 and is flexibly scheduled for Grade 5. Information literacy and technology

skills are taught in this class, and as often as possible are integrated in curriculum-based K-5 research activities. All students are given the opportunity to become independent, responsible users of information. We are committed to providing access to all our resources. An important aspect of our program is ensuring students understand the importance of being a good Digital Citizen and Empowered Learner with the use of technology and information.

Special Education

The Special Education Department exists to facilitate the instructional and administrative aspects of the total program with students that have an Individual Education Plan (IEP). This department can include speech and language pathologists and/or teachers, Special Education teachers, a psychologist, a social worker, an Occupational Therapist, Physical Therapist and many support teachers. Together, the department addresses the learning, emotional, and social needs of all our school's students. Throughout the year, the school's Special Education staff, coordinated by our school psychologist, meets with the principal, teachers, and parents to address academic issues of concern, design individual student programs at a Planning and Placement Team meeting (PPT), and provide appropriate assistance to enhance student learning.

STEAM

The vision of the STEAM program in Fairfield Public Schools is to promote curiosity and creativity through authentic inquiry. Grounded in the design process, the STEAM program centers on providing integrated, connected learning across the disciplines that empowers students to be adaptable and active participants in their communities. The STEAM program will foster respect and acceptance of diverse ideas, as students collaborate to create solutions for identified problems.

STEAM is Enrichment for All.

Gifted Program

Gifted education is provided for those students who show high performance capability in intellectual areas and need differentiated instruction or services not ordinarily provided by the regular education program. Identification processes

differ for students by level. The process for identifying students with gifted abilities is available to students beginning in kindergarten. In grades K-2, a parent or teacher can request a review for gifted identification and services. The school team then conducts a review of the child's strengths and abilities to determine eligibility for formal evaluation utilizing the Sages Reasoning Assessment. Students in grade 3 take the Naglieri Non-Verbal Ability Test and the Cognitive Abilities Test for eligibility for gifted education. Teachers and parents can request a review for gifted education if students are not identified through standardized test results.

Gifted education in grades 3-5 is delivered in a multi-disciplinary approach to students for two hours per week. Students engage in a curriculum that is focused on conceptual thinking, higher level processes, real-world interdisciplinary inquiry and problem solving. In the classroom, teachers provide differentiated experiences for gifted learners along a continuum of service options including, but not limited to, differentiated instruction, push-in/pull-out learning opportunities and targeted enrichment activities. <https://www.fairfieldschools.org/academics/gifted-education-program>

If you any additional questions you can refer to the Gifted Handbook.
https://cdn.fairfieldschools.org/curriculum/gifted/2018/Gifted_Handbook_2018_2019_Web.pdf

Social-Emotional Learning (SEL)

Social-Emotional Learning at the Elementary Level

Our elementary schools employ throughout the year three social and emotional learning (SEL) programs. These are: (1) Responsive Classroom, (2) Second Step (as part of the health curriculum), and (3) MindUp. See Table 1 for an overview and a link to each program's website. These three programs complement each other and provide explicit instruction in numerous aspects of SEL. These include, but certainly are not limited to adhering to and practicing routines and procedures that are respectful of others (i.e. walking down the hallways in a quiet and orderly manner, taking turns respectfully), empathizing with others in a variety of situations by relating other people's feelings to our own, greeting and acknowledging each other, recognizing stress and anxiety and practicing counteractive strategies for re-stabilizing and centering (or calming). These programs have been in effect for a number of years at Sherman and we will continue to employ them with greater fidelity and when possible, frequency.

Additionally, our emphasis on Grit & Perseverance (G&P) and Kindness & Compassion (K&C) is simply in support of existing and on-going work from the aforementioned programs, and we feel it is essential for us to highlight these key areas to maximize students' functioning.

We also celebrate student work products that exemplify excellent progress towards and demonstration of grade-level expectations. Additionally, we provide certificates to students for being observed by staff demonstrating Grit & Perseverance and Kindness & Compassion. We do this through PROUD BOARD, which we conduct on Friday mornings at varying times throughout the month. These work samples and certificates are then available on the PROUD BOARD in the main office.

Table 1. *Programs and Approaches Used to Address Pro-Social and Emotional Learning*

Responsive Classroom	Second Step	MindUp
<p><i>Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on [4 key domains that include] engaging academics, positive community, effective management, and developmental awareness.</i></p> <p>https://www.responsiveclassroom.org/about/principles-practices/</p>	<p><i>Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.</i></p> <p>https://www.secondstep.org/elementary-school-curriculum</p>	<p><i>Based firmly in neuroscience, MindUP teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion.</i></p> <p><i>MindUP is built upon four pillars to promote positive mental health and well-being: [Neuroscience, positive psychology, mindful awareness, social-emotional learning].</i></p> <p>https://mindup.org</p>

Curriculum

Curriculum

Please refer to the district website for information about the scope and sequences for grades Kindergarten through fifth. You will find a map of the curriculum in all curricular subjects.

<https://www.fairfieldschools.org/academics/subjects>

SRBI

SRBI

Our school's faculty is committed to providing early intervention for struggling students not meeting goal in reading and math. We also offer intervention support for behavior issues. Students who qualify for early intervention are assessed and provided appropriate intervention to ensure academic success.

Both a school and grade level intervention teams analyze student data, discuss students' classroom performance, and make decisions about how to best offer support. For further information, please contact your child's teacher.

Also, the link below from the CT State Department of Education offers more information about how all schools in CT deliver intervention services.

<https://portal.ct.gov/SDE/SRBI/SRBI---Scientific-Research-Based-Interventions>

Student Health

Student Health

A Note from our Nurse

Dear Sherman Community,

I am looking forward to another healthy year at Sherman School. However, if and when your child is home ill, please call the attendance line and indicate what the illness is (i.e. strep throat, bronchitis, GI virus, croup, pneumonia, etc.). Early action can help limit the spread of illness. Also, please call my office if your child has head lice.

Additionally, if your child is ill, has had surgery, or has an injury requiring a cast or splint, a note from your health care provider *is* required to excuse your child from P.E.

Also, please remember that all medications administered at school, including over-the-counter medication such as Tylenol or Advil require a doctor's order and should be brought to the school nurse *by an adult*.

If you have any questions regarding your child's health or need to update us on changes in your child's medical status, please contact me at the school's nursing office.

Regards,

MaryAnne Cristodero RN

203-255-8331

Policies on Medication in Schools

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5141.21%20-%20Administration%20of%20Medication%20in%20the%20Schools.pdf>

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5141.21AR%20Administration%20of%20Medication%20in%20the%20Schools.pdf>

Physical Assessments/Immunizations, Screenings

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5141.3%20-%20Health%20Assessments%20&%20Immunizations.pdf>

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5141.3AR%20-%20Adm.%20Reg.%20on%20Health%20Assessments%20&%20Immunizations.pdf>

Students with Special Health Needs

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5141.25%20-%20Students%20with%20Special%20Health%20Care%20Needs%20-%20Life-Threatening%20Allergies%20and.pdf>

Please see all BoE policies on the district webpage:

<https://boe.fairfieldschools.org/policy/>

Volunteers and Visitation

Volunteers and Visitation

Volunteers' Guidelines

We appreciate you taking the time to volunteer at Sherman School. All volunteers must have a Volunteer Registration form on file in the school office. Please see the link below and fill out the form needed. This form *is not* required for assemblies, special events, parent/teacher conferences, class presentations or any other parent/staff meeting.

Volunteer Form

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/1000/1212AR%20-%20School%20Volunteers-Resource%20Persons%20-Adm.%20Regulations.pdf>

Guidelines and Expectations for Parent Volunteers in School:

Thank you for offering to serve as a parent volunteer at our school. Our teachers are outstanding, and we welcome the opportunity where possible for you to support us in meeting the academic, social, and emotional needs of each child within the classroom setting. As a staff, we firmly believe that there is a direct correlation between the quality of education that can be achieved in a school and the visible presence of caring parent volunteers. In order to keep all minds and bodies appropriately focused and “on task” during instructional sessions, additional adult eyes and hands can dramatically improve the efficiency and productivity of the children’s participation in a lesson or activity.

Below is a list of **ethical standards** for parents who serve as volunteers at our school. The school reserves the right to “dis-invite” a parent volunteer who is not able to adhere to these standards. Please be aware that secretaries will ask any visitor to our school a few basic questions to ascertain why they are visiting our school. Please be patient with them. This is a safety procedure implemented at all of Fairfield’s schools and is not meant to prevent parents from accessing our school.

1. Volunteers must aspire to “**professional standards**” of ethical conduct while serving in the school and while communicating about school activities outside of the school. Please respect confidential matters and the **special “trust”** that is formed between the school and the parent volunteer. There should be no judgmental or comparative anecdotal conversations in school or within the school community regarding the following:
 - Perceived strengths, weaknesses, or “styles” of individual children or teachers
 - Children who display developmental delays or a need for special education or social services (School Psychologist, Social Worker, Speech and Language Pathologist, etc.)
 - Children’s social, economic, academic, or emotional challenges or advantages
2. Volunteers must try to adhere to the schedules they have worked out with their cooperating teachers. **If you are not able to keep to your scheduled arrangement, please notify the classroom teacher as soon as possible in advance.**
3. Volunteers with questions about the methods or practices of a teacher should make arrangements to seek clarification **from the teacher.**
4. Volunteers may be asked to work with children directly or handle management tasks (laminating, copying, etc.) as determined by the teacher.
5. Also, if you are going to volunteer at our school, please keep in mind the following requirements from the district’s policy.
 - If a volunteer (parents, etc.) is coming for a one-time or occasional visit (ex: read to a class, work at the book fair, etc.), please confirm your visit with the classroom teacher or staff member where you will be doing the volunteering.
 - If a volunteer is coming regularly, over a period of time, and/or will have direct contact with students when no staff member is present, they will

need to fill out the form AND need to contact Kristen Hardiman in Human Resources. They will need to have fingerprints done, have a check done through DCF, and have the PPD Mantoux tuberculin test.

Your role as a parent volunteer is important to our overall success and to the quality of learning we are able to provide our school children. **We want and need your involvement as a volunteer.**

Visitation

Parents and other visitors are both welcome and encouraged to visit the school, attend selected assemblies, participate in special events, and volunteer. All visitors must report to the office immediately upon entering the building. Classroom instruction should not be interrupted. Below are some important reminders to help maximize the learning environment for your children and decrease classroom disruptions:

- When visiting the school, please make sure you sign your name in the book in the Main Office.
- Please make an appointment with your child's teacher to address any concerns.
- If it is necessary to drop off your child's lunch or a forgotten item from home, please leave it on the Stop, Name of your OOP's cart located outside the main entrance. Office secretaries will check the cart multiple times throughout the day.
- Please refrain from unannounced visits to your child's classroom.

Thank you in advance for your partnership and cooperation with these guidelines. They will greatly help us to maintain consistency in your child's daily school routine. This also will allow your child to have a positive school experience that will foster his/her independence.

Request Form for Classroom or Playground Observations by Specialists

Please complete the Classroom or Playground Observation Request Form in support of your request to have a specialist observe your child in the school environment (i.e. in the classroom or on the playground) at Sherman School. We appreciate one week's notice to accommodate a request for an observation, and we will do our best to schedule your observation as soon as possible. An administrator or other designee must accompany the observer during observations. While we welcome your input as a parent and encourage active involvement in your child's education, please respect our need to limit observations to a **30-minute time period once every two months** in order to minimize interruptions to the student learning environment. Please understand that the teacher cannot meet with you at this time, nor may you engage any student in a private conversation.

Thank you for your cooperation. (A copy of the form is included on the next page)

**Elementary School
Classroom or Playground
Parent Observation Request Form**

Please complete the following in support of your request to observe your child in the school environment in the classroom or on the playground at Sherman School. We appreciate one week's notice to accommodate a request for an observation. However, we will do our best to schedule your observation as soon as possible. An administrator or other designee must accompany parents during observations. While we welcome your input as a parent and encourage active involvement in your child's education, please respect our need to limit observations to a **30-minute time period once every two months** in order to minimize interruptions to the student learning environment. Please understand that the teacher cannot meet with you at this time nor may you engage any student in a private conversation. Thank you for your cooperation.

Name of Student: _____ Date Submitted: _____

Classroom Teacher: _____

(If Applicable: Case Manager: _____)

Individual Observing: _____

Class you wish to observe: _____

Options for dates & times requested: _____

Reason for observation:

Staff complete:

Date & Time Approved: _____

Approved by: _____

Designee Attending

Observation _____

Safety and Behavior

Safety, Behavior and Expectations

Sherman School Behavioral Expectations

We believe that all people require a safe and secure learning environment supports their academic, behavioral and emotional development, and where mutual respect, kindness, compassion, independence and diversity can flourish. And in so doing, all students will be more likely to realize their full potential

We *constantly* remind students of the following expectations and consistently hold them accountable to them at all times. Expectations without adherence are just words. However, consistent follow-through eventually changes behavior.

We force ourselves to remember that we are always the model for those listed below and other behaviors, and students will take our lead even when we're least aware that they're doing so. I always try to ask myself whether I would accept a given behavior from students, and if the answer is no, then in most cases, I would not be able to accept myself doing it.

Additionally, we continue to explicitly demonstrate for students the correct way of using and caring for the lockers and frequently remind them of this.

General Rules

Be Strong, Be Nice, Be Smart.

Location	Expectations
In the lunchroom	<ol style="list-style-type: none"> 1. Stay in seat 2. Eat 3. Talk quietly 4. Eat, and be silent and look at the adult when they are talking to you. 5. At dismissal, clean up your space, throw out garbage, recycle and line up quietly.
At recess	<ol style="list-style-type: none"> 1. Be safe 2. Be nice 3. Be silent and look at the adult when they are talking to you.
In the bathroom	<ol style="list-style-type: none"> 1. Be quick (get there, go to the bathroom, wash hands, get back straight away) 2. Be clean (make sure everything goes into its appropriate place) 3. Be safe (behave responsibly) 4. Be nice (behave respectfully towards all others)
In the hallway	<ol style="list-style-type: none"> 1. Walk 2. Talk quietly 3. Close lockers quietly and correctly
Using the lockers	<ol style="list-style-type: none"> 1. Place all items completely in the locker (nothing should be sticking out at the side of or underneath the door) 2. Close the locker using the latch (no slamming doors. This is both distracting to others and damaging to the lockers) 3. Ensure the door is correctly and completely closed (to prevent doors being bent and to minimize the chances of someone getting hurt by walking into them) 4. At no time should stickers be placed outside or inside of the lockers.

Our expectations and rules are always in effect, which means we want our students to be strong, nice, and smart at all times and in all aspects of school.

The playground at Sherman school is a place where our students can play, have fun, build healthy bodies, and just be kids. Play is noncompetitive, fun, and friendly to ensure safety. In order for each student to have a positive experience, the recess expectations—be safe, be nice—include, but are not limited to, the following before, during and after school, and at ALL school functions:

These include, but:

1. Playing games that are safe and in a safe manner (i.e. avoid chasing, pulling, and tugging at clothing and play-fighting. Also, using playground equipment in a responsible, appropriate, and safe manner, and not throwing sticks, rocks, acorns, snow, ice, and sand, etc.).
2. Staying away from swings when they are in motion.
3. Always listening to the adults on duty.
4. Using only appropriate language and making only nice comments.
5. Staying on school property at all times and asking an adult to help if a ball goes out of the play area. Also, staying where adults can see and not talking to unknown people. Playing behind the school, behind the portables, and near the marsh is not allowed.
6. Asking an adult on duty before leaving the playground (i.e. to see the nurse or go to the bathroom) and telling that person when returning.

Please note that the Sherman playground is open only to Sherman students during school hours.

Climbing on the School Roof

Please be aware that anyone climbing on the school roof is extremely dangerous. As such, when a custodian at *any* school experiences a person on the roof, the protocol for them is to immediately call the Fairfield Police.

Personal Devices in School Rules

We are huge supporters of technology because of its potential for making life and work more efficient and effective. Youngsters today have been raised in a world that they know of no time that smartphones, tablets, laptops and smart-watches, didn't exist, and it is incumbent upon us as adults and their guides to monitor and lead them to use it safely, respectfully and courteously, especially when interacting and communicating with others. Simply preventing them from using it does little to achieve this aim. Therefore, we want our students to see the school as a supporter and guide for safe and considerate technology use.

While we, the adults, are digital immigrants, we always need to keep firmly in mind that our general life experience is still a necessary guide for our children despite them being often more tech-familiar than us. While we believe that technology is important for helping us communicate and work more efficiently, there are times and a place for using smartphones and smart-watches, and that school is not it. Thus, we will inform them (and you here) that if they do bring a smartphone to school, it is to be (1) switched off before entering school, (2) placed in their backpacks and (3) not brought out until they are out of school.

If these rules are defied, the phone will be confiscated and you, the parent, will be called to come and collect it. Your child will then not be permitted to bring his/her phone to school unless we authorize it. Personal tablets are also subject to the same rules.

The school bus is also considered being in school. However, they can choose to use their device, but they must be extremely cautious and mindful of not misusing them. Misuse includes, but is not limited to, taking pictures, sending and posting inappropriate or mean-spirited messages, etc. Such issues are subject to the same rules as outlined above.

Similarly, many students are wearing smart-watches, which are somewhat trickier, yet subject to the same general conditions. We don't have an issue with smart-watches being worn (just like we don't have an issue with smartphones being brought to school), but the moment that they become in any way shape or form a distraction to the one wearing it or to others, it will be confiscated. Following this, you will be called to come and collect it and it won't be permitted in again until we authorize it.

Please note that e-readers are permitted in school at the discretion of the teacher. However, students are NOT permitted to download content while at school. For multi-purpose e-readers like iPads and Kindle Fires, students are not permitted to access games, movies, music, or Web content while at school.

Also, such devices will also not be permitted on field trips, as they provide a risky potential for misuse with limited monitoring capacity. Adult chaperones and school personnel would be held liable for issues related to misuse of devices on field trips under their supervision, which would immediately tar the experience for all.

Please discuss these rules and expectations with your child and decide if it is necessary for them to have such devices in school. Regardless, if they become a distraction to the educational environment, even minimally so, they will not be permitted in.

Consequences for Infractions

Consequences for infractions will vary based on the nature of the incident and the person breaking the rule. However, the aim in issuing a consequence will be for it to be logical and timely, to the extent possible. For example, on playground, this may result in being removed from a game, and in the lunchroom, it may mean being seated at a different table. The teacher, however, will determine the consequence in the classroom, and again, based on the nature of the incident.

Items not permitted in school

The safety of all students is our highest concern. Therefore, students who bring to school, use, sell or attempt to sell a firearm, deadly weapon, dangerous instrument or facsimiles of weapons will be suspended from school and reported to the Fairfield Police Department. State law specifically prohibits such behavior. **Such behavior may result in *EXPULSION* from school for a period of up to, but not exceeding, 182 consecutive school days (10-233a[e]).**

In order to ensure the student safety and the protection of personal property, parents are encouraged to closely monitor those items that are brought or worn to school by students. **The school is not responsible for lost, stolen, or broken prohibited items.**

The following items are specifically prohibited on school grounds and will be confiscated by school staff:

- Weapons (real or toy) such as guns, pocketknives, razor blades, or sharp objects. **Please note that there are disciplinary consequences for bringing any type of weapon or dangerous item to school.**
- Matches, caps, and fireworks
- Skateboards, roller blades, roller skates, Heelys
- Radios, CD players, Game Boys, and MP3 players
- Sports equipment such as bats or lacrosse sticks. (Equipment for recess will be provided by the school.)

Transportation Office and Bus Expectations

Please click the link for Safe Bus Riding procedures:

<https://www.fairfieldschools.org/departments/finance/transportation>

Bus Tardiness or Failure to Arrive for Pick-up in the Morning

If your bus doesn't show up and is late or even fails to arrive at all, please call the Transportation office because they can track the bus via its GPS. The number is: (203) 255-8385. Please also inform us at the school that your child has not been picked-up or may have been picked up late just so we are aware of the issue.

Bullying Policy

The Fairfield BOE promotes a secure and happy school climate, conducive to teaching and learning which is free from threat, harassment, and any type of bullying behavior. There is an anonymous bullying report attached to our website called TIPS. If you know of or witness any bullying behavior, you have the option of reporting it anonymously through this online program. You can also call the Principal, EPF, or your child's classroom teacher directly if you have any bullying concerns.

For further information regarding BOE policy, please see the following link:

<https://boe.fairfieldschools.org/content/uploads/boe-archive/policies/5000/5131.911-%20Bullying.pdf>

Investigating Claims of Mean-Spirited Behavior and Bullying

Mean-spirited behavior is not acceptable and permissible at any time, and I urge you not to minimize such acts by overlooking them. I truly believe that these issues have and likely will occur as a natural product of how children develop, but it is what the adults do immediately following that counts and dictates whether we accept it or reject it. Please email your child's teacher primarily, or myself if you feel this is most necessary course of action, so that we can immediately look into the issue. If you feel strongly that anonymity is necessary in the reporting of an incident, you can access a link on both our school webpage or the district's page called TIPS (report incident). However, the more we know and the sooner we know, the quicker we can attend to a situation.

The most important aspect of you becoming aware of an issue is sharing it with us immediately, and I cannot stress this enough. Additionally, the information cannot be vague and general. Rather, it must be specific so we can investigate thoroughly and fairly, regardless of how you communicate it to us. Simply saying that there's a problem in the grade level does not provide any real direction on which we can follow up. I would also encourage that upon being aware of a possible issue that you refrain from drawing conclusions until all sides of it have been explored and multiple perspectives have been gleaned.

When information is shared with us, we explore the details by interviewing students that can likely provide accurate, first-hand accounts and as discretely and sensitively as possible. This will include those who may have been mistreated, those who are suspected of the mistreatment, and those who may have witnessed it. It is important to note that the latter group will also need to include students who can provide an unbiased perspective and not one that may favor either party.

Once an adequate overall picture has been established from what has been shared in the interviews, along with what may have been captured on video (e.g. on the bus, inside or outside of the building), we make a decision based on the available evidence. Again, we remain as discrete and as sensitive as possible.

The obvious and common challenge by sharing such information is the possible backlash that can occur. This is where grit and courage really come into play. However, the consequences of withholding information that can prevent further emotional or physical distress should outweigh the fear of repercussions. And whilst possibly unpleasant, such repercussions do provide justification on which to act more intensely against the undesirable behavior.

We promise that we will fairly investigate any and all issues brought to us as long as the information is specific enough, and because we feel that every one of our students are important and a valued member of our community.

Technology

Technology

Safety and Student Use

Please see the Acceptable Use Guidelines and Agreement (6141.321AR) for the district's policy on safe digital citizenship expectations.

https://cdn.fairfieldschools.org/district-v2/uploads/2018/08/6141.321AR-Acceptable_Use_Guidelines-_Agreement_8_8_18.pdf

Publishing of Student Images

The school system routinely makes use of videotaping, digital, and traditional photography for educational purposes. Examples include but are not limited to the videotaping of concerts, assemblies, and sporting events. Students' images without names may be displayed in a variety of ways including, but not limited to, bulletin boards, publications, and the school or district web site. **A parent or guardian who does not want their child videotaped or photographed and those images displayed as described above are asked to contact the school principal.**

In certain circumstances, it may be desirable to display a student's image in a publication or on the school or district web site with his/her name, such as when an award is given. Publishing a student's image with his/her name requires **express written permission** from the parent or guardian.

Publishing of student images (5125AR)

<https://cdn.fairfieldschools.org/boe/policies/6000/6141.324%20-%20Publishing%20of%20Student%20Images.pdf>

Student Records and Publishing of Student Images

In this age of information, education now publicizes its endeavors on a variety of online forums such as, and certainly not limited to, Facebook, Twitter, and web pages, and there is obvious concern regarding the confidentiality and privacy of the children it serves. Fairfield does take this emerging area of educational accessible information very seriously and is constantly refining and drafting policy to address the challenges it presents. Therefore, I want to inform you about the policies that serve to protect our children's information with respect to online privacy.

Fairfield defaults to every family accepting that any media release and/or directory information regarding their child being made available within the confines of the law. If a parent wishes to opt-out of this, this simply requires that they follow the communicated procedure for doing so. Copy and paste the following link to your browser (<http://fairfieldschools.org/parent-resources/family-guide/>) to locate this information on our district's website.

Additionally, please use the same method as above to access and read our policies on

Student records confidentiality (6141.324AR)

<https://www.fairfieldschools.org/district-information/student-records>

Please also note that these policies and opt-out agreements do not apply to PTA-used mediums. Thus, if you do not wish for your child to have his/her images and information posted on a PTA Facebook page or Twitter, for example, you would need to speak directly to the PTA about this.

Please also note that this provision of seeking prior permission does not apply to school yearbooks, school newspapers, or images published by the working press. However, if a parent or guardian has a concern about the publication of a student's image in those settings, that concern should be brought to the school principal.

PTA

PTA

Please use the link below to find Sherman school's PTA website, names of PTA board members, messages from PTA president, and volunteer opportunities.

PTA LINK:

<https://rogershermanpta.membershiptoolkit.com>

“In environments that rely heavily on collaboration, the manner in which the individuals personally decide to interact with each other will determine the degree that they experience and moreover create a positive social climate. Thus, such climates do not occur by accident, but by daily design.”

– Anonymous