



2011-12
BOE Policy 3410-E



Elementary Student/Parent Handbook



SHENENDEHOWA
CENTRAL SCHOOL DISTRICT





ELEMENTARY STUDENT / PARENT HANDBOOK

Welcome! The elementary level Student / Parent Handbook is to inform parents of the elementary curriculum and instructional programs, practices and procedures. Our goal is to ensure that each school clearly reflects the elementary schools' Mission and the Profile of an Elementary School Student.

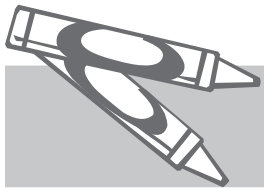
The handbook addresses many topics and attempts to answer most of your questions. Our guidelines and procedures have been developed to maintain a positive learning and safe environment for students, their families and staff members.

© DISTRICT MISSION STATEMENT

To work continuously and in partnership with the community to ensure that all students develop and demonstrate the knowledge, skills, abilities and character needed to live useful, productive and rewarding lives.

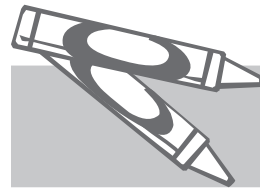
© ELEMENTARY SCHOOL MISSION STATEMENT

The Shenendehowa elementary school mission is to provide a high quality educational experience that prepares each child to meet or exceed characteristics described in the Profile of an Elementary Student. The achievement of academic, athletic, artistic and social success of our students is the responsibility of every student, teacher, support staff member and parent.



Profile of an Elementary Student

- ☆ Responsible children
- ☆ Lifelong learners
- ☆ Smart thinkers
- ☆ Involved students
- ☆ Clear communicators
- ☆ Cooperative learners
- ☆ Culturally appreciative learners
- ☆ Mathematically, scientifically and technologically competent children



We believe:

- ☆ Consistent academic programs will develop reading, writing, listening, speaking and problem solving skills
- ☆ The unique characteristic of each child will be respected, supported and celebrated
- ☆ Class size will be reasonable and consistent with Board of Education provisions
- ☆ Strong early intervention provisions will take place to fit the needs of the varied student population
- ☆ The individual needs and abilities of students will be assessed and supported programmatically
- ☆ A safe and encouraging environment will be provided





Profile of a Shenendehowa ELEMENTARY SCHOOL STUDENT



...defining **WHAT** our students must learn

©Students learn best when given a variety of ways to demonstrate achievement.

Responsible Children...who take care of themselves – both body and mind and take care of others, including family members, friends and others in need. Essential skills—Students who...

- ★ Treat others as they would like to be treated; respect the opinions and rights of others
- ★ Respect themselves by dressing and presenting themselves appropriately, avoiding drugs, alcohol and other dangerous behaviors
- ★ Make good choices
- ★ Develop a good character by practicing such things as respect, honesty, responsibility and caring for others

Lifelong learners who understand, love and seek to learn. Most important skills—Students who...

- ★ Set goals and work to achieve them
- ★ Try new things
- ★ Know when to ask for help by realizing there is a problem and looking for a solution
- ★ Ask questions
- ★ Identify and follow their interests
- ★ Are willing to change and able to accept change
- ★ Enjoy learning

Thinkers...who examine issues and find ways to solve problems. Basic skills—Students who...

- ★ Use good judgment by thinking before acting and speaking
- ★ Communicate information in an accurate and understandable manner
- ★ Defend and explain their decisions
- ★ Demonstrate creative thinking

Involved Students...who demonstrate the knowledge, skills, attitudes and values necessary to contribute positively to their community. Essential skills—Students who...

- ★ Accept and respect others
- ★ Are the best they can be in all settings
- ★ Accept responsibility for their own actions
- ★ Volunteer for activities and events

Clear Communicators...who understand and express knowledge, thoughts and feelings about themselves and others. Essential skills—Students who...

- ★ Read, write, speak and listen when interacting in school, at home and in the community
- ★ Use a variety of ways to express their ideas
- ★ Demonstrate effective presentation skills

Cooperative Learners...who work with others to accomplish goals and tasks; who work and play together respectfully. Essential skills—Students who...

- ★ Make appropriate choices in a variety of situations
- ★ Respect others, themselves and the world
- ★ Find good ways to avoid or solve problems
- ★ Celebrate and respect the differences among fellow students
- ★ Respect differences among people in the larger community
- ★ Take an active role in group activities

Culturally Appreciative Persons...who value and respect creative expression of interests, talents and experiences. Essential Skills—Students who...

- ★ Are open-minded and willing to try (take a risk)
- ★ Develop awareness of many cultures/peoples
- ★ Enjoy art, plays, and music inside and outside the classroom
- ★ Learn about, understand and appreciate different forms of art

Mathematically, Scientifically and Technologically Competent People...Who will learn to use their knowledge of math, science and technology to help solve problems both inside and outside the classroom.

Essential Skills—Students who...

- ★ Use knowledge, skills, tools and materials to express themselves and solve problems
- ★ Use problem solving strategies

©Students learn best when their success is recognized.





Kindergarten through 5th Grade

STUDENT CODE OF CONDUCT

Board Policy 3410 and 3410A

Your school is a special place where you and your teachers and other adults work together to ensure the happiness, safety, and self-respect of all students and adults. Behavior of this type will also help you in your world outside of school.

Coming to school and going home you are expected to:

- ★ Keep a safe distance from the bus, cars, or trucks
- ★ Walk on sidewalks. Stay out of the way of traffic.
- ★ Walk, not run, to and from the bus.

In school you are expected to:

- ★ Respect the rights and feelings of others by being kind and not hurting others.
- ★ Use appropriate language in all places including in school, on the playground, and on the bus.
- ★ Follow the rules and directions of your teacher and other adults who are in charge.
- ★ Respect the rights of others by being quiet and polite in the hallways.
- ★ Walk in the halls – no running.
- ★ Stay in the classroom until excused or dismissed.
- ★ Keep lunchboxes, pencils, and other items away from walls.
- ★ Take care not to damage or destroy school property such as desks, chairs, walls, books, or any other items.
- ★ Use special care when handling equipment in art, music, library, and physical education classes.

In school, during assemblies, going out for recess, attending field trips, special events, or in emergency situations, you are expected to:

- ★ Sit where you are told.
- ★ Leave the room or area only with permission from an adult.
- ★ Watch and listen quietly to the performance or speakers.
- ★ Clap politely to show appreciation.
- ★ Leave the room or area quietly, following directions of the adults in charge.

In school, during lunch, you are expected to:

- ★ Remember your table manners
- ★ Never throw food or any objects.
- ★ Talk quietly during lunch.
- ★ Listen to and follow directions.
- ★ Clean up after lunch and dispose of your trash properly.

On the playground, you are expected to:

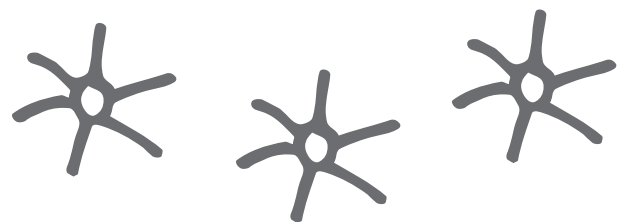
- ★ Play only in areas chosen by an adult and be sure an adult is with you at all times.
- ★ Never leave the playground area without permission.
- ★ Play only safe games.
- ★ Use playground equipment safely.
- ★ Report injuries to the adult in charge.
- ★ Keep your hands to yourself.
- ★ Use good language.
- ★ Say kind things to other children.
- ★ Be a good sport.

Student Appearance/Dress Guidelines:

Parental guidance and responsibility are necessary to help children make appropriate choices about their school attire. Students are expected to wear clothing that is appropriate for our school environment and all school activities and does not detract from a positive learning environment. Athletic shoes with wheels are not allowed in school.

Consequences – Students who break the above listed rules will face disciplinary action depending on the facts of the case. This could mean suspension, exclusion from activities, reprimand or warning. Suspension proceedings are conducted according to Section 3214 of the Education Law.

Student Rights and Responsibilities are detailed in the complete Student Code of conduct available in the annual school calendar or from the District Office. Detailed definitions, prohibited conduct, infractions and disciplinary procedures are also outlined in the Student Code of Conduct.





SCHOOL SAFETY



☉ Visitors (Board Policy 3210)

Our procedures, described below, are in no way intended to discourage visitors, rather they represent our efforts to maintain a safe, orderly school for all students and the need to know the location of all visitors when in the building. Parents/guardians are expected to adhere to the district's Code of Conduct for the Maintenance of Order on School Property.

- ★ Visitors and volunteers are required to sign in at the main office and wear a visitor's tag while in school.
- ★ Visitors are welcome as parent volunteers when scheduled, as participants in special activities, and for scheduled appointments.
- ★ Unannounced visits to classrooms prior to the start of the school day or during the school day to speak with staff cannot be accommodated as such visits interfere with instruction and planned meetings/activities. Minor interruptions can have a major impact on instruction.
- ★ Parents are welcome to have lunch with his/her child on special occasions only. Parents are not invited to visit during recess.
- ★ Parents and others may sign in and proceed to a classroom or other area of the school, only when expected by a faculty member, i.e. when asked to volunteer or invited to a special activity.
- ★ Items such as lunch, snacks, homework, musical instruments, etc. may be brought to the main office. We will see that your child receives forgotten items. Please label these items.

☉ Emergency or Early Dismissal

In the unlikely event of an early dismissal or other emergency, it may be necessary to send your child home from school by bus during the school day. During periods of bad weather, we expect parents/guardians to monitor the news to keep up to date about possible early dismissals or school closings (see "school closings" below). When you expect to be away from your home during school hours, please arrange to have a relative or friend available to meet your child. Please talk to your child, and make certain that they know where to go if you are not home.

☉ Pets Visiting Schools

Pets are allowed to be brought to school only for occasions approved by the principal and in compliance with any school procedures. The Visiting Pet Permission Slip must be signed by the parent/guardian (found on www.shenet.org) Occasionally, a classroom pet will go home with a student. The teacher shall send the classroom pet permission slip home to the parent/guardian to secure permission and to make arrangements for the pet's visit. Most pets will not be allowed to visit due to the large number of students and staff with allergies.

☉ Fire and Safety Drills

Fire drills will periodically occur throughout the year to ensure that students and staff are familiar with proper evacuation procedures in the event of a real emergency.

As part of our "Safe Schools Plan," we practice drills which will involve a complete LOCKDOWN or LOCKOUT of the total school facility.

- ★ When a LOCKDOWN drill occurs, students and staff will be required to remain in their rooms with the doors locked until the drill is over. Visitors are also expected to remain quiet and follow directions.
- ★ During a LOCKOUT drill, visitors will be screened at the door or asked to remain outside the building until the drill is complete.
- ★ DUCK AND COVER drills are also held to prepare for the possibility of severe weather conditions, such as a high wind warning.

OTHER INFORMATION

☉ School Closings

Please monitor local TV and radio stations for the most up-to-date school closing information:

- ★ Additional news regarding cancellation of afternoon/evening activities is also available at www.shenet.org.
- ★ Parents can also enroll in ShenNews on Twitter to receive text messages.

☉ Volunteers (Board Policy 3150)

We encourage parents/guardians to become involved in the classroom and other school activities. Such involvement really makes a significant difference in our children's success. Please explore the many opportunities available through your child(ren)'s classroom teachers, the principal's office and PTA. Please also note our visitor procedures under "Visitors". All visitors are expected to adhere to the district's Code of Conduct for the Maintenance of Order on School Property.

☉ Lost and Found

It is suggested that parents label coats, sweaters, books, hats, lunch boxes and other personal items to ensure prompt return to the owner. Items such as wallets and eyeglasses, if found, will be kept in a safe location. We encourage each child to check each lost and found location if an item is misplaced. Please check with your school about where most lost items are gathered.

☉ Electronic Devices

The schools/district are not responsible for lost items. All electronic devices, including hand-held games, lap tops, MP3 players (i.e. I-pods), electronic readers (i.e. Kindles) and cell phones are not allowed to be used during the school day and will be taken to the main office. Students should not bring such devices to school.





ATTENDANCE



Board Policy 7110

Elementary Starting and Dismissal Times

Start Time Dismissal Time

Grades 1-5

Arongen/Shatekon	8:05 a.m.	2:15 p.m.
Karigon/Orenda/Skano/Tesago	8:05 a.m.	2:15 p.m.
Chango/Okte	9:05 a.m.	3:15 p.m.

Kindergarten

Arongen/Shatekon AM	8:05 a.m.	10:40 a.m.
Arongen/Shatekon PM	11:45 a.m.	2:15 p.m.
Karigon/Orenda/Skano/Tesago AM	8:05 a.m.	10:40 a.m.
Karigon/Orenda/Skano/Tesago PM	11:45 a.m.	2:15 p.m.
Chango/Okte AM	9:05 a.m.	11:40 a.m.
Chango/Okte PM	12:45 p.m.	3:15 p.m.

☉ Student Drop-off

Children should not be dropped off earlier than 10 minutes prior to the official start time, noted above, at which time adult supervision will be in place. Children are not allowed to walk unattended in the parking lot. Children must be walked to the crosswalks.

☉ Tardiness

Any student arriving after the official start time, noted above, of the school day is considered "TARDY". A note of explanation from the parent will ensure the proper reason for the tardiness is noted in the student's official attendance record. State law requires strict accounting of student attendance and punctuality, regardless of cause. Each child must be walked and signed into school if tardy. Parents must park in a designated parking place before walking into school.

☉ Reporting Absences

If your child is absent, please notify the attendance clerk of the reason and expected length of absence. Voice mail will record messages before or after school hours. If a parent has notified the school by phone, a written excuse is not required upon the student's return. If the reason has not been reported by phone, a written note is required immediately upon the student's return. When a child is absent for a long period of time (2 weeks or longer) due to illness, he/she may qualify for home tutoring. A doctor's note stating the diagnosed illness and the length of confinement at home must be submitted to the principal, along with a written parental request for home tutoring.

☉ Medical/Dental Appointments

Parents are asked to make routine medical appointments outside of school hours. Doctors and dentists have generally cooperated in order that the student will not lose any valuable instruction time.

☉ Pupils Excused During School Hours, or at Dismissal

Students are expected to attend all day, each day and not allowed to be dismissed for early pick up except for physician or other appointments. A phone call or a note is expected from a parent/guardian if anyone other than the parent or guardian is picking up a student, even if the person is listed on the emergency card. When a parent/guardian or other "designated adult" plans to sign a student out at the end of the day, rather than allowing the student to ride the bus home, a note requesting this change should be sent to the child's teacher on the day of this change in routine. The student will not be released to the adult directly from the classroom. The student will be called to the office, where the adult will sign him/her out and will be expected to show photo identification.

☉ Religious Observances

The Shenendehowa Central School District recognizes the diverse religious backgrounds and values represented in the school community and have adopted a regulation that addresses many of the questions related to this issue. The complete policy and regulations are available at the district office, 881-0611. The district's administrative regulations and Board of Education Policies are in the process of review and are posted to Shenet.org once approved. Please note some highlighted sections of the regulation below:

- ★ Religious accommodations cannot include excusing students completely from courses, testing, and/or other activities required by state law for graduation.
- ★ Upon a request from a parent or guardian to have his/her child excused from specific instructional activities that they feel violate their religious beliefs, teachers and principals should consult with each other, and then with the parent to determine alternatives that are of comparable instructional value.
- ★ Students generally are not exempt from lessons that may be inconsistent with their religious beliefs or practices.
- ★ Students who are absent from school or class because of religious observances shall be allowed to make up work, examinations, study or work requirements which he/she missed because of such absence.
- ★ Make-up examination(s) or work shall be provided as long as it does not create an unreasonable burden upon said school, class, students or teacher.
- ★ Students are responsible for making up the work or exams according to an agreed-upon schedule.

☉ Family Trips

Absences from school deprive a student of the classroom interactions, practice, and opportunities for additional assistance necessary for academic growth. There is concern regarding the loss of instructional time due to family trips scheduled while school is in session, considered unexcused, are defined as illegal according to State Education Law. In the event of such an absence, teachers are not required to provide work prior to the trip. It is the parent's responsibility, working with the teacher, to make certain that any assignments and tests be completed in an agreed amount of time. It is extremely important your child be at school on time during New York State testing weeks (see school calendar). Should your child miss these tests, your child loses out on the diagnostic value of the assessment and their lack of a score may affect the school's good standing in terms of state and federal standards. Kindly avoid taking family vacations during testing weeks.





CUSTODIAL/LEGAL ISSUES

Our schools are often informed about parenting arrangements, custody issues and related information. The district's guidelines are described below:

⦿ Busing

Students may have a different bus stop in the morning than afternoon (or mid-day for kindergartners). However, in the interests of safety, these pick-up and drop-off stops may not vary from day to day. For example, a student will not be dropped off at one location on Tuesdays and Thursdays and another location on Monday, Wednesday and Fridays. Both parents must make arrangements necessary to ensure the student's safety prior to pick-up and immediately following drop-off.

⦿ Student Pickup by a Parent/Guardian

Unless a court order or custody agreement has been issued stating that a parent or guardian is not allowed any contact with a student or specifically states a parent is not allowed to pick up the student from school, the district will release a student at the end of or during the school day to either parent/guardian. If a parent/guardian who is unknown to school staff requests release of a student, every effort will be made to contact the other parent/guardian before releasing the student. If a parent or former guardian is legally barred from contact, the school must have a current copy of such order to be kept on file by the school principal.

⦿ School Events

Unless there is a specific court order or custody agreement that prohibits one parent from attending school events, both parents can attend events such as concerts, plays, sports events, and awards ceremonies. If parents are unable to attend without conflict, or their interactions at the event are disruptive, both parents may be asked to leave. We appreciate being informed about information that affects our students and will keep the documents you have provided us on file. The education and safety of all children enrolled in district schools is our primary responsibility, and therefore, we cannot adapt our programs and procedures to conform to every private parenting arrangement about which we are informed.

⦿ Decision Making

When parents provide conflicting instruction or directions to the school concerning educational matters about which we need parental input, we will (when possible) make reasonable efforts to let parents know there is a conflict so the two parents/guardians can resolve it. However, when that does not result in agreement, the school staff will generally rely on the input of the parent who most regularly communicates decisions about the student's education.

Either parent may provide consent for a child to participate in activities that require consent, unless there is a court order that specifically says one parent is not allowed any contact or to make school decisions.

In an emergency, we will first try to contact the parent who is identified in the parenting arrangement as the primary contact, but if that parent/guardian cannot be reached we will also try to contact the other parent/guardian.

Teachers and other staff are not expected to meet with parents/guardians separately to discuss a student's progress on a particular issue. This allows our teachers and other staff to use limited time wisely, and also helps ensure that both parents/guardians are provided with the same information.

The district is not required to hold more than the required number of Committee on Special Education meetings to which both parents/guardians are invited to attend.

Records and Information

Unless there is a court order or custody agreement that specifically says one parent is not allowed to have information about the child, both parents, may request and review the child's record and have copies of records, including report cards.





CAFETERIA



Shenendehowa Food Service 881-0630

A lunch menu is sent home with students each month. Breakfast is available each day. The breakfast selection can also be found on the menu and is available to all children after being released from their morning bus.

☉ Food Allergies

The district is aware of the need to accommodate students with severe food allergies. Guidelines are available and plans are developed and implemented to meet the individual needs of each student.

☉ Debit System

Shenendehowa's schools use a computerized debit system that allows parents to deposit money into a child's account at the school to be used as needed in the cafeteria. While cash can also be used, the debit system offers several advantages:

- ★ You do not have to send cash to school with your child.
- ★ You are assured the money is spent on food at school.
- ★ You can put a small amount of money into the account to be sure your child has lunch money if he/she forgets lunch.
- ★ A check gives you a good record of deposits into the account. Students may bring cash or check (made out to School Lunch Fund) to the cashier in the cafeteria.
- ★ The system keeps track of what each student purchases on a daily basis.

☉ Board of Education Lunch Policy 5660 & 5662

The Board of Education expects all students to be treated with dignity and compassion. Students are expected to pay for meals with cash or by using a debit account. Recognizing that individual students may occasionally come to school without breakfast or lunch money, the following guidelines have been established:

- ★ A student may charge up to 3 breakfasts and/or lunches at the cash register. The student will be given a notice to take home notifying his or her parent/guardian to send in money for the meals.
- ★ If the student continues to arrive without money for meals, the student will be served but will be directed to speak with the cook/manager. The cook/manager will attempt to call a parent/guardian and /or reminder letters will be mailed requesting payment. If appropriate, a free and reduced application will be sent home.
- ★ After the 6th meal is served without payment, the cook/manager will contact the District Food Service Director. The School Principal or Designee will also be informed in order to remedy the situation.



COMMUNICATIONS



☉ Student Registration/Emergency Cards

Registration/emergency cards are sent home at the beginning of the school year for each student. These cards contain vital information needed in the event of an emergency or early dismissal. Please review the preprinted portions of the card, make any changes necessary, and add new information if necessary. Please be sure that emergency contact information is accurate, up-to-date, and that people know you have included them on your cards. Most important: Please be sure to sign your child(ren)'s card. A phone call or a note is required from a parent/guardian if anyone other than the parent or guardian is picking up a student, even if the person is listed on the emergency card. Please be prepared to show a photo identification. If any changes occur during the school year, please inform the office so the card can be kept up to date.

☉ Reporting to Parents

- ★ Report Cards/Progress Reports - Students in grades K - 5 receive 4 report cards/progress reports during the school year. Elementary report card dates are listed on the district calendar, occurring during the months of November, January, April and June. The first report card/progress report is usually handed out during the parent/teacher conference.
- ★ Conferences - Parent/teacher conference days are scheduled to discuss progress at the end of the first quarter. During these days, school is not in session. These conference days are set up so that teachers have the chance to speak with parents one on one. Parents are strongly encouraged to make childcare arrangements as young children can be disruptive to conferences being held throughout the building. **CHILDCARE IS NOT PROVIDED AT SCHOOL.**
- ★ Parents may request additional meetings at any time during the school year by sending a note to the teacher, or calling the office to leave a message. Parent/teacher conferences which are planned will be of the most benefit to all concerned.

☉ Open Houses

Open house is held by each elementary school early in the fall during which many aspects of the school year are presented to parents.



HEALTH OFFICE

The Elementary School health office is responsible for the physical well-being of your child while at school. You will be called by the nurse if your child has a facial, eye, or dental injury, needs stitches, has a broken bone, medium to severe head injury, vomiting, nose bleed lasting 20 to 30 minutes, temperature of 100 or higher, continuous or uncontrollable coughing, and after a second visit to the health office by your child. We rely on parents/guardians to inform the school nurse of any illness or conditions that require awareness by the nurse or other staff to ensure the student's well being during the school day. If an extended absence is anticipated, please notify the school nurse or school principal so that necessary arrangements for tutoring can be made. ©

© School Physicals

School physical examinations are required when children enter kindergarten and again during the 2nd, 4th, 7th, and 10th grade years. All students new to the district must have a physical exam. Physical examinations may be performed within 12 months of the start of the school year. If you do not have a physical examination completed by your own physician, your child will be examined by the school physician during the school year. For your convenience, Shenendehowa School Health Forms are available on the website, www.shenet.org, and clicking on the link for "FORMS."

© Medication

The school nurse cannot legally diagnose, prescribe, or treat health conditions. If it is necessary for a child to receive medication during school hours, parents must follow the procedures below:

- ★ Submit a written statement from your physician specifying diagnosis, medication (possible side effects), dosage, frequency and the time for administering this medication.
- ★ Submit a written request indicating that the school nurse may administer the medication as ordered.
- ★ Provide the medication in the original container that clearly indicates date, name of child and physician, name of medication, dosage and frequency.
- ★ Bring medication to the health office. Please do not send to school via the student riding the bus. It is against state law for any student to carry any medication without a direct physician order.

© Medication For Field Trips

For questions regarding administering of medications during field trips, please call your school's health office.

© Excuses From Physical Education Class

The only excuse for not attending and/or participation in physical education (P.E.) is a medical excuse signed by a physician. A student may not be excused from more than one P.E. class without a medical excuse signed by a physician. When your child is excused from physical education class, he/she is excused from playing at recess and is required to sit at the picnic table/bench when they are outside for recess. Any questions or concerns, please contact the health office.

Routine Screenings

The following school-wide screenings are done by the school nurse:

- ★ New students to the district including all kindergarteners receive hearing screenings within six months of admission to school.
- ★ Students in grades 1,3 & 5 as well as at any other time deemed necessary also receive hearing screenings.
- ★ New students to the district including all kindergarteners receive vision screenings, including at a minimum color perception, distance acuity, near vision and hyperopia within six months of admission to the school.
- ★ All students in grades 1,2,3 & 5 as well as at any other time deemed necessary receive far vision screenings.
- ★ Students in grade 5 receive scoliosis screening during physical education class

© Disease Notification

We appreciate your assistance in controlling the spread of communicable disease in school. We recommend keeping your child home during the time they are experiencing acute symptoms of a cold or other illness (such as, sneezing, coughing, fever). This protects other children and staff from exposure, aids in faster recovery, and protects against complications. Please remember the ALL IMPORTANT 24 hour rule! Keep your child home if they have vomited/had diarrhea within the last 24 hours, and they should be fever free (below 100 WITHOUT fever reducers) for 24 hours before returning to school. Your child needs to be on antibiotics for 24 hours prior to returning to school if they have been diagnosed with strep throat or conjunctivitis (pink eye).

We ask that you notify the school if your child has been diagnosed with a strep infection, chicken pox, conjunctivitis (pink eye), fifth's disease, or head lice. Other diseases, which are uncommon, should also be reported to the school. These include measles, mumps, rubella, meningitis, hepatitis, pinworms, and scabies.

When notified, the school nurse will send home a confidential notice informing parents of the health issue in your child's classroom.





INSTRUCTIONAL PROGRAMS

At Shenendehowa we recognize that children develop and learn at different rates and in different ways. All students must be provided opportunities to meet or exceed challenging learning standards, to perform at their best and reach their full individual academic potential. The social, emotional, and physical health and development of students plays an integral role to ensuring student success.

We constantly strive to provide high quality educational programs that are consistent across all of our elementary schools and are aligned with the district mission as well as New York State Learning Standards.

☉ Math

The elementary math program— number sense and operations; algebra; geometry; measurement; and statistics and probability— integrates the following skills in math lessons:

- ☆ Explore, make observations, interpret information correctly, identify the problem, and generate possible solutions about a social problem, real-life situation or mathematical situation.
- ☆ Explain situations verbally or with objects using appropriate mathematical terms, vocabulary, and language

English Language Arts

The Language Arts—Reading, Writing, Speaking and Listening are a major part of our elementary program. Students are expected to master more complex material as they progress through the grades.

☉ Science

In Science, students will use mathematical analysis, scientific inquiry, and engineering design to pose questions, make predictions, observe experiments and draw conclusions.

☉ Social Studies

The elementary school social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Students learn about the rights, responsibilities, and duties of citizenship. Students study about the significant people, places, events, and issues that influenced their life.



☉ Textbooks

Students are responsible for the proper care of textbooks. In accordance with district policy, students must pay for lost or damaged textbooks. Students and parents will receive a bill at the end of the school year for books that are not returned.

☉ Homework

Grade level homework policy will be discussed with parents during Open House. If you wish to request homework when your child is absent, please make requests in the morning by calling the Attendance Clerk as early as possible and no later than 11:00 a.m. Homework may be picked up in the office at dismissal time, or sent home with a designated sibling or other student.

Looking for more information about the elementary curriculum?

A detailed description of the Elementary Curriculum, Profile of an Elementary Student and the Values and Beliefs can be found on our website; www.shenet.org and then click on the Curriculum and Learning Page. Once there under the quick links section click on Elementary under the Program of Studies. As the New Core Curriculum becomes available to the District the site will be updated.





INSTRUCTIONAL PROGRAMS (continued)

© Special Area classes

ART

Grades 1-5 students will know, understand and apply a variety of materials, techniques and processes when creating a work of art. They will learn to understand and value the arts through the study of different cultures and master artists. Students will understand and effectively use the elements of art and the principles of design. They will be able to use this knowledge during the creative process and be able to verbally evaluate their artwork.

MUSIC

General Music classes offer students an approach to musical experience which develops their skills, focusing on basic singing and reading activities. In addition to singing, students participate in listening, rhythm, movement, playing percussion instruments, composing, improvising, analyzing and evaluating. Grades 1-5 students meet for music twice a week for 30 minutes. The music curriculum is geared to enable each child to experience all aspects of music's elements.

- ☆ In third grade, students learn to play the soprano recorder in general music class. This prepares them to enter STRING instrument lessons in 4th and 5th grade, or BAND instrument lessons in 5th grade.
- ☆ Band begins in 5th grade. Students also have a weekly small group lesson and a weekly band rehearsal. The band performs once in the spring. For more information check out the Shen band website.
- ☆ CHORUS is an option as well in 4th and 5th grade. All ensembles perform concerts when they are ready.
- ☆ Strings instruction in the District Elementary Schools begins in fourth grade. Students have the option of learning the violin, viola, cello or bass and attend lessons for a half hour each week. The lessons are set up on a rotating schedule to allow for minimal disruption with their classroom learning.
- ☆ Upon reaching a basic skill level, the students are eligible to participate in the school orchestra. The orchestra meets once a week for 45 minutes. There are two concerts a year for 4th and 5th graders, (a winter and spring concert), and one for 5th graders only (the District String Festival in the spring).

PHYSICAL EDUCATION

The Physical Education Program goal is to promote physical fitness and activity through fun and cooperative games so that students can gain a respect for a healthy lifestyle they can take with them into their teenage and adult lives. This is our goal because students who learn to enjoy physical activity, and are active at a young age, tend to be more active as adults. Students are encouraged to engage in vigorous physical activity daily at home. Kindergarten classes meet 30 minutes per week. Grades 1-5 have two 30-minute classes each week. All children must wear sneakers to participate in physical education class. It is suggested that all students wear loose fitting and comfortable clothing while participating in physical education class. PE is an integral part of the school curriculum. Attendance and participation on the part of all students is required. The only excuse for not attending and/or participating in PE for longer than one day is a medical excuse, signed by a physician

COMPUTER LAB

The Computer Lab is a fun learning environment where students learn to use the computer as a tool to access, generate, process and transfer information. Throughout their elementary experience, technology is integrated with curriculum, connecting common themes and applying them to other areas of learning.

LIBRARY

The mission of the elementary school library program is to foster a love of literature and learning. The Essential Content and Competencies of the elementary library program define the skills taught which include: library awareness, lifelong reading, and information problem solving. The elementary libraries offer a dynamic environment with ongoing literature guidance, regular book exchanges, research instruction and support for whole class, small group or individual learning experiences. Each elementary library promotes reading programs that encourage students to engage in reading for leisure and pleasure. The elementary libraries maintain an open access policy which actively encourages creative thought and intellectual exploration through both technology and print resources.

© REQUESTING A SPECIFIC TEACHER

Each year principals receive parent requests concerning the assignment of their child's teacher for the next school year. Many factors are considered when building class lists, such as:

- ☆ reading and math levels
- ☆ the specific needs of particular students
- ☆ the number of boys and girls in each class
- ☆ interpersonal relations

The ultimate goal is to provide each child with an appropriate placement for the following school year. As in any setting, there are a number of constraints placed on this process including:

- ☆ the need to build relatively equal class sizes
- ☆ the need to produce workable combinations of reading/math groups
- ☆ a reasonable number of mainstreamed children in the student population

As parents, you may have useful information to share about the specific needs of your child. This input should be conveyed to the building principal with supporting information prior to May 1st. Your information should describe the needs of your child and should not be a request for a specific teacher or assignment. Any letter that contains a specific teacher request cannot be considered. Please realize that your letter will be shared with those professional staff members involved in the class building process. Your views are important to us and we shall work hard to address student needs and create balanced classes. The final decision in class placement rests with the building staff and is made only after consideration of all factors.





BUSING



The Transportation Office can be reached at 881-0240.

Please see the Shenendehowa Code of Conduct at Shenet.org and also available at each school and at the district office.

Coming to/going from school, you are expected to:

- ★ Keep a safe distance from the bus, cars, or trucks.
- ★ Walk on sidewalks. Stay out of the way of traffic.
- ★ Walk, do not run, to and from the bus.

Any time you ride a school bus, you will:

- ★ Behave in an orderly manner at the bus stop/bus port.
- ★ Wait for the driver's hand signal or direction, look both ways if crossing a road, then cross the road.
- ★ Enter and leave the bus in an orderly fashion.
- ★ Stay in your seat, facing forward, in own space.
- ★ Help to keep the bus clean (no eating or drinking).
- ★ Refrain from throwing or shooting anything on the bus.
- ★ Keep head and hands inside the bus.
- ★ Keep track of belongings and check seat before leaving the bus.
- ★ Respect the property of others including the bus.
- ★ Refrain from using language or gestures that are profane, lewd, vulgar or abusive.
- ★ Follow all instructions from the bus driver.
- ★ Respect the rights and feelings of others by only saying kind things to others and by keeping your hands and feet to yourself.

Remember – Never take a ride from a stranger!!

General Information

We encourage all students to take a school bus to and from school. Recent research has confirmed that school bus transportation is the safest way for children to travel. Our drivers are required to attend many hours of training each year. Please also take advantage of school busing to help make our bus ports and roadways less busy and safer for pedestrians—children and staff. Transportation is provided to eligible students residing in the district in compliance with all applicable federal and state laws, regulations, and local policies. Families are notified of stops and pick-up times by mail in late August. Students should plan on being at their stop at least 10 minutes early. Students are expected to board the bus and sit down quickly and quietly. Busing is only provided to and from the same address each day. Each bus has a distinctive and easily identifiable picture posted on a card in the second window from the entrance door. Students should not rely on the painted bus numbers, as the bus on the route may change.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR THE BEHAVIOR AND SAFETY OF THEIR STUDENTS AT THE BUS STOP UNTIL THEY ENTER THE BUS AND AFTER THEY DEPART THE BUS.

Bus Safety

Bus safety rules are issued from transportation, and distributed to families at the beginning of the year. Several bus drills are held during the school year.

Bus "Guests" --

Students riding their assigned bus home but getting off at a different stop--Students are allowed to get off their assigned bus at a different stop (providing that it is an existing stop) with parental permission.

Students riding a bus home that is not their assigned bus-- Prior to October 1 every year:--No student will be allowed to ride a bus home other than their assigned bus.

After October 1 every year--Students in grade K-5 will only be permitted to ride buses other than their assigned bus for the following reasons (providing that the stop is an existing stop and there is available capacity):

- Emergency situation (i.e. parent is stuck in traffic and unable to get child off the bus). Notice should be provided as soon as possible.
- Temporary changes in childcare. The parent must provide written notice seven (7) days in advance. *
- Existing residential stops for "not for profit" organizational activities held after school. The parent must provide written notice seven (7) days in advance. *

*In addition, a confirming note must be sent in on the day the student will change routes.

Musical Instruments and other Items on the Bus

New York State Department of Transportation and federal regulations PROHIBIT bringing large items and musical instruments on school buses. This prevents the blockage of seats and aisles in the event of an accident. In addition to large school projects, the following lists are the items which are allowed or not allowed to be transported on the bus:

Allowable	Non-Allowable	Non-Allowable
Alto Saxophone	Alto Clarinet	Aerosol Cans
Bassoon	Baritone Horn	Bicycles
Flute	Baritone Saxophone	Fishing Poles
French Horn	Bass Clarinet	Glass Containers
Oboe	Cello	Large School Projects
Piccolo	Contra Bass Clarinet	Pets or any live animal
Snare Drum	Guitar	Skateboards
Soprano Clarinet	String Bass	Skis/ski poles
Trumpet	Tenor Saxophone	Sleds
Viola	Trombone	
Violin	Tuba	

Allowable items can be held on the student's lap or placed on the floor between his/her feet while sitting on the bus seat.

Lost Items

Articles left on the bus are normally kept on the bus so that the student can reclaim them the next day. If not claimed, articles are returned to the appropriate school, or to the bus garage. Students should label their clothes and other possessions.

Child Care and Related Busing

Alternate Transportation Forms are mailed home to each family in the winter preceding the next school year in order to allow adequate time for requests to be processed and alternate busing to be arranged. Should you need to make different arrangements during the summer or school year, you must obtain a form from the Transportation Department and return it there for processing.





STUDENT SUPPORT SERVICES

Information regarding other District level instructional and support programs is available through the Office of Special Education and at the district website. Please go to www.shenet.org and click on the link to "SPECIAL EDUCATION."

⦿ Instructional Support Teams

In each of Shenendehowa's elementary schools a team of professionals is available to help support parents, faculty and students. This team meets regularly, using the Response to Intervention (RTI) process to identify specific skill deficits and appropriate interventions to improve student achievement and skills. This team may include the building principal, the school counselor, the school psychologist, teachers and therapists.

⦿ School Counselor

Shenendehowa's elementary counselors provide a developmental and preventive program that promotes student learning by supporting the positive personal, social and emotional growth of all students. Through individual and group counseling, classroom lessons, consultation and collaboration, the counselors work with students, staff, parents and community resources to promote student adjustment and academic success.

⦿ School Psychologist

The school psychologist assists in recognizing, identifying, and assessing the diverse learning styles of students. Classroom observations are performed for many students to ascertain their typical daily behavior and its impact on their learning. Additionally, cognitive and achievement evaluations are administered to assess a child's specific strengths and weaknesses relative to the learning environment. The school psychologist collaborates with students, parents, teachers and school personnel to enhance the learning of students.

⦿ Speech/Language Therapy

- ★ The speech therapist may provide services to children who demonstrate a communication disorder that adversely affects their learning.
- ★ Services may include consultation, evaluation, and/or therapy-based individual needs.
- ★ Referrals may be made by the classroom teacher, parent or Instructional Support Team.

⦿ Special Education

Students with possible learning or developmental disabilities are referred to a multi-disciplinary team called the Committee on Special Education (CSE). This team evaluates students' strengths and weaknesses with the consent of the parent/guardian. The CSE develops an appropriate Individualized Education Plan (IEP) based on evaluation results. School personnel, members of the CSE, and parents work together to implement an appropriate education for the student in the least restrictive environment. Some of the services provided include: related services, consultant teacher services, integrated co-teaching, resource room and special class. In accordance with state regulation it is the goal of the Shenendehowa Central School District to provide special education services in the regular education setting.

⦿ Occupational Therapy and Physical Therapy (OT and PT)

- ★ The occupational therapist provides screening and evaluations to determine fine motor deficits including writing, that may interfere with the student's ability to function within the educational setting. Services may include direct therapy or consultation with teaching and support staff. Referrals are made through the committee on special education.
- ★ The physical therapist provides screening and evaluations to determine gross motor deficits including, but not exclusive to jumping and balance that may interfere with the student's ability to function within the educational setting. Services may include direct therapy or consultation with teaching and support staff. Referrals are made through the committee on special education.

⦿ Academic Intervention Services (AIS)

- ★ AIS provide curriculum support to students needing reinforcement of skills.
- ★ Students are identified for AIS through the use of state tests, local exams, and teacher recommendation.
- ★ Frequency of academic support is based on individual student need.

⦿ **Q.U.E.S.T (Question, Understand, Experiment, Share, Think)**
This one day a week, "pull-out" program is for Gifted and Talented students in fourth and fifth grade. Students in Q.U.E.S.T. work on

AM Kindergarten Transportation Elementary Half Days

On the elementary half days, AM kindergarten students will ride the same bus home with students in grades 1-5 at the half-day dismissal time.





STUDENT SUPPORT SERVICES (continued)



thematic units of instruction designed to supplement and elaborate on the general curriculum. The goal of the program is to provide students with the opportunity to meet and exceed challenging learning standards in an interactive and hands-on classroom environment. All parents in grades 3 and 4 will be notified annually about this offering and informed on the criteria needed to qualify for the program.

© Acceleration

There are several pathways to acceleration for children who are exhibiting exemplary capacity in the area of Math. A parent, a teacher or an administrator may refer such a child for further assessment to determine the child's learning needs. Upon completion of the assessments, a building's Instructional Support Team will review the data and make recommendations for the child. In some cases, acceleration may occur within the child's classroom; in other cases, a child may attend Math class in another grade level. In all instances, the child's progress and development will be monitored. Processes for pathways to acceleration are posted on the District website under Curriculum and Learning through the link on Programming for Gifted Students.

© Y-Time

Y-Time is an after school child care program for school age children Kindergarten through 5th grade. The program is operated by the Southern Saratoga Branch of the Capital district YMCA. Y-Time provides a comfortable, secure atmosphere for children to play, explore, and grow together under the supervision of trained personnel. Registration for Y-Time must be made through the YMCA. For further information, please call 371-2139, ext.15.





PARENT INVOLVEMENT

© Parent Teacher Association (PTA)

The National Congress of Parents and Teachers is an educational organization that seeks to unite the forces of home, school, and community on behalf of children and youth. Its purposes are:

- ★ To promote the welfare of children and youth in home, school, community, and place of worship,
- ★ To raise the standards of home life,
- ★ To secure adequate laws for the care and protection of children and youth,
- ★ To bring into closer relation the home and the school so that parents and teachers may cooperate intelligently in the education of children and youth, and
- ★ To develop between educators and the general public, such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

The PTA is an active and involved organization that strives to enrich the lives of our children through both social and educational activities. Parent volunteers coordinate many and varied programs and activities. Children are encouraged to participate in the National PTA-sponsored Reflections program and the district-wide Shenendehowa Inventors program. Our Cultural Arts Program brings authors and numerous educational programs to each classroom. We invite you to join the PTA and be an active participant in this dynamic group.

© Partnership Team

The purpose of the Partnership Team is to improve the educational performance of all students in the school; regardless of such factors as socio-economic status, race, ethnicity, gender, language background and/or disability. The team consists of representatives from parent, teacher, non-teaching staff and administrative groups. Team members distribute information on school topics to their shareholders, seek input, and report back. Through their participation they share their diverse views and help search for consensus decisions. Team members' efforts help produce better alternatives from broader perspective as well as developing the ownership, commitment and support so essential to successful outcomes.

© TIPS FOR PARENTS

PROBLEM SOLVING

- ★ When you think your child is having a problem in school, don't wait, or the problem may get bigger. Take these steps to investigate and work toward a resolution:
- ★ Listen to your child. Pay close attention to your child's comments and ask questions to find out what's going on at school. Keep your mind open as you listen — there are always two sides to every story.
- ★ Never criticize the teacher or the school in front of your child. This may cause more problems — like your child disliking school and being defiant to teachers.
- ★ Decide if you should contact the school. Right after school, at the end of a long day might not be the best time to talk about strong feelings. Allow a cooling off period before you decide how serious a problem really is.
- ★ Talk directly to the teacher in person or by phone.
- ★ Check out facts before drawing conclusions. Is the teacher aware of your child's difficulty? Has your child misunderstood her/his intentions?
- ★ Explore solutions. Discuss what you, your child and the teacher can do to solve the problem.
- ★ Contact other school personnel if the problem doesn't get solved in this way.
- ★ Approach each step with respect for all persons involved. This will help your child learn to cope constructively with problems throughout his/her life.

© Students Success

There's no recipe for creating a successful student. But successful students DO seem to have some things in common:

- ★ Their parents encourage and support them.
- ★ Their parents limit and monitor the amount and quality of television they watch.
- ★ Their parents read to and with their children.
- ★ They get enough sleep and exercise.
- ★ They eat healthy foods and limit snacks.
- ★ Their parents make sure children eat breakfast before they come to school.
- ★ Parents expect their children to work very hard and to be successful.
- ★ They attend school everyday.
- ★ They have responsibilities at home.





SCHOOL SUPPLIES



Shenendehowa has prepared district-wide supply list guidelines for elementary schools. This is an effort to regulate the amount of supplies that parents have to purchase at the beginning of the year.

- Ⓒ Each grade level of teachers, by building, submit their request for student supplies by May 1 annually to their building principal. The list must be the same for the entire grade level, since teacher assignments are unknown by parents until the end of August. This information allows parents to shop over the summer. Supply lists will be posted by grade level on each school's website by June 1st annually.
- Ⓒ School supply requests for students in grades K-5 may vary from grade level to grade level but should not exceed a \$30 limit (including special areas such as art and music). The \$30 limit does not include backpack or large book bag; sneakers, swimsuit and towel for PE; a recorder for music used in Grades 3-6 (cost approximately \$6.00) and shirt for art.
- Ⓒ A list of acceptable supply requests has been developed by the district (posted on the website). Grade levels for each school may ask for any of these items as long as the total request is less than \$30. The list only includes personal, consumable items.
- Ⓒ All left over items will be sent home at the end of the year.
- Ⓒ In some instances, brand quality is important. Examples of the brands that may be specifically requested by teachers are listed below.
 - ★ Crayola Crayons, not Rose Art
 - ★ Ticonderoga Pencils (the sharpeners seem to eat the less expensive brands)
 - ★ Ziploc bags (they are sturdier than other bags).
 - ★ Recorders (prefer not First Act brand, dollar store, etc.) Low quality recorders are often off-pitch.
- Ⓒ The pace at which students use consumable items may vary. With that in mind, a teacher may request that parent/guardian replenish certain supplies for their child (i.e. pencils) throughout the year.
- Ⓒ Non-consumable items (i.e. scissors, rulers, headphones) will be purchased as classroom sets by the district.
- Ⓒ Teachers may request up to \$10 during the course of the year for special projects that will complement the curriculum or for student recognition activities. Grade level activity accounts must be established with the district for deposit and use of these funds.
- Ⓒ Schools may create a "giving tree" for voluntary donations of certain supplies to be used in the classroom throughout the year.
- Ⓒ Each grade level may use the building textbook allocation fund to purchase one magazine/newspaper subscription for each student for the school year.

RECESS



- Ⓒ Dr. Marinello, the school physician, recommends that there should be no outdoor activity (either lunch recess or regular recess) if the ambient temperature is 20 degrees or the wind chill factor is 20 degrees or below."

Board of Education Health and Wellness Policy 5661

