



**Pine Plains Central School District
Elementary Student/Parent Handbook**

Part 1: Elementary Procedures

Handbook Received/Signature.....1
Release of Student Information (FERPA).....2
Principal Letter.....3
Parent Portal Information/Sign Up Form.....4-5
School-Parent Compact/ Every Student Succeeds Act/ESSA.....6-7
School Hours/Contact Information.....8
Attendance.....9-10
School Visitors.....10
Arrival and Dismissal.....11
Delivering Forgotten Items.....11
School Closings and Delays.....12
TV Channels and Radio Stations for School Closings.....12
Planned Conference Days and Early Dismissals.....12
Emergency Phone Numbers / Student Contact Form.....13
Student Health Information.....13
Prescription/Over the Counter Medications in School.....13
School Physical.....14
Body Mass Index.....14
Screening for Vision & Hearing.....14
Special Health Needs.....14
Head Lice Procedures.....14
Personal Hygiene Preventive Infection Control Measures.....15
Recess and Physical Education.....15
Child Custody/Visitation.....16
Resolving School Related Concerns.....16
Pre-Kindergarten & Kindergarten Registration/Screening.....17
Student Grade & Class Placements.....17
Cafeteria (Breakfast & Lunch Information).....17-18
Transportation.....18
Dress Code.....18
Lost and Found.....18
Money/Expensive Items or Toys.....19
Pesticide Notification.....19
Smoking and Vaping.....19
Cold and Warm Weather Guidelines.....20

Part 2: Academic Information

Report Cards.....21
Awards & Award Assemblies.....22
Homework Philosophy & Guidelines.....23-24
Specials (Art, Library, Music, PE & Band, and Keyboarding.....25-27
Academic Intervention Services.....28
Enrichment.....28
Astor Mental Health Clinic.....29
Instruction Support Team (IST).....29
Student Assessment (Testing).....29-30

Part 3: School Discipline - Code of Conduct

Student Rights and Responsibilities.....31
Bus Behavior.....31
Cafeteria Behavior.....32
Corporal Punishment.....32
Discipline of Students with a Disability.....33

Part 4: Communication between Home and School

PTA (Parent Teacher Association).....33
Parent-Teacher Conference.....33
Open House.....34
Expo.....34
Field Day34

Part 5: School Safety Information for Parents.....35-39

Teacher

Student Name – Please Print

Pine Plains Central School District Elementary Student/Parent Handbook

Parents/Guardians:

By signing below, I understand and consent....

- to the responsibilities outlined in the Pine Plains Elementary School Parent/Student Handbook.
- that my child/ren shall be held responsible for his/her/their behaviors and accepting of the consequences included in the District's Code of Conduct, relevant Board of Education policies, and the school's discipline code while on school property, on district transportation, or attending school-sponsored activities.
- that any student who violates the code of conduct shall be subject to disciplinary action, up to and including suspension from school.

Further, I understand that the district does not discriminate on the basis of disability with regard to admission or access to, or treatment of employment in school program and activities and that my child/ren has (have) the right to: an individualized evaluation, an examination of relevant records, demand an impartial hearing, and/or a subsequent review with respect to discrimination on the basis of disability.

_____ Parent/Guardian Signature(s)

_____ Student Signature

_____ DATE

**PLEASE RETURN THIS PAGE TO SCHOOL
On or before Friday, September 8th, 2023**

PINE PLAINS CENTRAL SCHOOL DISTRICT
COLD SPRING EARLY LEARNING CENTER
SEYMOUR SMITH INTERMEDIATE LEARNING CENTER
www.ppcsd.org

Dear Parent/Guardian:

The Pine Plains Central School District, its schools, and departments regularly publish instructional or informative text, photographs, original artwork, or other creative resources on its Internet web sites [www.ppcsd.org], district controlled social media accounts, in local newspapers and on cable television programs.

Information about your child that is directory information under the Family Educational Rights and Privacy Act (“FERPA”) as designated in [Board Policy 5500](#), including but not limited to photographs and/or videos containing your child may be published. In addition, photos/videos of students taken throughout the school year may be placed in printed and online versions of district publications as well as shared with the media.

In accordance with FERPA and only when relevant, a student’s name, awards/recognitions, and participation in officially recognized activities and sports may be included with the student’s image and/or work.

Should you wish to decline and NOT permit your child’s directory information including but not limited to photos and/or videos to be shared, please complete the form below and return it to the Principal’s Office by no later than September 22, 2023.

Please note, if you permit your child’s photo/video to be shared, you do NOT have to complete/return this form.

If you have any questions, please call your child’s school.

FERPA Directory Information Declination Form

I elect NOT to have any directory information, including but not limited to photos or videos of my child used in District publications, media releases, on the District website or its social media page. This form must be filled out completely to ensure that your child’s information is kept private. Please print clearly.

This declination will remain in effect for the 2023-2024 school year only.

Child’s Full Name _____ School and Grade _____

Parent / Guardian Full Name (Printed) _____

Signature of Parent / Guardian _____

Contact Telephone Number: _____ Date: _____

PINE PLAINS CENTRAL SCHOOL DISTRICT
COLD SPRING EARLY LEARNING CENTER
SEYMOUR SMITH INTERMEDIATE LEARNING CENTER
www.ppcsd.org

September 2023

Dear Pine Plains Elementary Students, Parent and Guardians,

The faculty, staff and administrators of Cold Spring Early Learning Center and Seymour Smith Intermediate Learning Center welcome you to the 2023-24 school year.

Since roles as students and parents/guardians are key, we ask that you take the time to review and discuss the academic and other important information detailed in this handbook. We consider this handbook as a primary information source that may, and should, be referenced throughout the school year. This booklet, in addition to the *Pine Plains School District's Code of Conduct* and relevant board of education policies, create a road map, directing all of us—students, parents, guardians and educators—to the optimal learning environments in our schools.

We continue our commitment to providing the highest quality education program for your child. You can directly contribute to your child's progress by making certain that your child attends school on a regular basis and is ready to learn, each and every day.

Working together, we can look forward to a school year filled with much growth and development for your child. Let the journey begin.

Sincerely,

Kristen Fischetti

Principal

Cold Spring Early Learning Center

Julie Roberts

Principal

Seymour Smith Intermediate Learning Center

PINE PLAINS CENTRAL SCHOOL DISTRICT
COLD SPRING EARLY LEARNING CENTER
SEYMOUR SMITH INTERMEDIATE LEARNING CENTER
www.ppcsd.org

Dear Parents and Guardians:

The Pine Plains Central School District offers parents and guardians the benefit of password protected on-line access to interim reports (where applicable), reports cards, and attendance records.

The District makes this access available in an effort to improve communications to parents and/or guardians about student progress, as well as to help reduce costs to taxpayers, potentially saving money on paper and postage.

In order to create access to the SchoolTool parent portal and to view your child's reports, parent and guardians must complete and return to the main office of your child's building the attached form. When your account is created, you will receive an email with further instructions.

The District will continue to send a hard copy of your child's applicable reports home (elementary backpack delivery and MS/HS through the US mail). One of the many benefits of using this parent site, is that reports can be accessed immediately without waiting for the physical report card to arrive.

If there are any questions or challenges in using the SchoolTool parent portal, please contact the guidance secretary at (518) 398-7181 ext. 1330 or email j.lydon@ppcsd.org.

The District staff thanks parents for utilizing this wonderful site that allows a quicker, more efficient, and eventually less expensive means of communication.

Sincerely,

Kristen Fischetti

Principal
Cold Spring Early Learning Center

Julie Roberts

Principal
Seymour Smith Intermediate Learning Center

Parent Portal Registration Form

List your child/children who attend school in the district:

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name: _____ Grade: _____

Name of primary parent/guardian requesting e-mail communication:

* E-mail address: _____

(If more than one parent wants access to this communication, a second e-mail address should be included.)

Name of second parent/guardian requesting e-mail communication:

* E-mail address: _____

Your signature below confirms your desire for electronic communication on issues relating to your child/children.

Signature: _____ Date: _____

NAME: (Please Print) _____

Pine Plains Central School District School-Parent Compact

The Pine Plains Central School District (Stissing Mountain Middle/High, Seymour Smith Intermediate Learning Center and Cold Spring Early Learning Center), in alignment with regulations regarding programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), supports this compact outlining how parents, the entire district/school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

All teachers and staff will:

- encourage and support students' learning.
- believe that each student can learn.
- use positive actions and words.
- maintain and foster high standards of academic achievement and positive behavior.
- respectfully and accurately inform parents of their child's progress.
- have high expectations for students and be committed to continuous growth for the teacher, staff and the school.
- respect cultural differences of students, their families and other staff members.
- help students resolve conflicts in positive, nonviolent ways.
- coordinate efforts with other staff to support the success of each child.
- create a caring, inclusive, stimulating, and safe school/classroom setting.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

- Conferences held once per year at each building. A mailing/calendar will be sent with information about the conferences.
- Conference can be arranged at a mutually agreed upon time with the teacher and parent/guardian.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- Progress reports with grades mailed to parents/guardians approximately half-way through each marking period.
- Grade reports are distributed to parents/guardians at the end of each marking period.
- Electronic Parent Portal Maintained on a regular basis, providing parents with access to students' grades and attendance information.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

- Parents may email teachers at any time. Phone calls will be replied to during non-instructional time. A staff contact list is available on our website.

- 5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:

- Parents are welcome to come in any time to take part in their child's education.
- Parents may volunteer to help with field trips, classroom activities, Booster Clubs, etc.

Pine Plains Central School District School-Parent Compact

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Always do my best in my work and in my behavior.
- Work cooperatively with my classmates and teachers.
- Show respect for myself, my school, teachers, and others.
- Obey the school and bus rules.
- Take pride in my school and school work.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

PLEASE NOTE: Every Student Succeeds Act (ESSA) continues to include a provision that LEAs (local educational agencies) must notify parents of their right to request and receive information about the professional qualifications of their student's classroom teacher. To make such a request, please contact your child's principal or visit the COMMUNITY link on the district's website. (www.ppcsd.org)

Important Contact Information & Elementary School Hours

PINE PLAINS CENTRAL SCHOOL DISTRICT:

Cold Spring Early Learning Center, 358 Homan Rd., Stanfordville, N.Y. 12581 (PK-1)
Seymour Smith Intermediate Learning Center, 41 Academy St., Pine Plains, N.Y. 12567 (2-5)
Stissing Mt. Middle-High School, 2829 Church St., Pine Plains, NY 12567 (6-12)

PHONE:

Cold Spring: (845) 868-7451	ext. 2201	Mrs. Shea, Secretary
Seymour Smith: (518) 398-3000	ext. 3102	Mrs. Lounsbury, Secretary
Middle-High School: (518) 398-7181	ext. 1300	Mrs. Olay, Secretary

EXTENSIONS:

Cold Spring

School Nurse / Mrs. Heath	ext. 2239
Front Desk/Student Pick Up	ext. 2255

Seymour Smith

School Nurse / Mrs. Funk	ext. 3103
Front Desk/Student Pick Up	ext. 3112

<u>Transportation</u> (518) 398-3000 (SSILC phone #) @ (6 a.m. to 5 p.m.)	ext. 3115
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Pupil Personnel Services & School District Office

Pupil Personnel Services / Mrs. Kemp	ext. 1310
District Office / Mrs. Audenino	ext. 1401

WEBSITE:

Please visit our district and schools' websites at www.ppcsd.org. You'll find calendar updates, news of special events, board of education meeting notices, and many other items of interest to parents, guardians, students and community members. **Virtual Backpack:** Your one-stop location for a host of school-sponsored and community-hosted events and activities: www.ppcsd.org/virtualbackpack

SCHOOL HOURS:

	<u>Cold Spring</u>	<u>Seymour Smith</u>
Office opens:	7:30 a.m.	7:30 a.m.
Classes begin:	9:00 a.m.	9:00 a.m.
Classes end:	3:15 p.m.	3:15 p.m.
Office closes:	4:00 p.m.	4:00 p.m.

PART 1: ELEMENTARY PROCEDURES

ATTENDANCE:

As required by The New York State Education Department and The Pine Plains Central School District Board of Education policies, regular attendance, full-day attendance, and punctuality are necessary to ensure each child's success in school. Absenteeism has been statistically demonstrated to negatively impact achievement, and inhibits the development of responsible work habits during early school years, as well as later in life. Policies in place which, in part, *require* each school and school personnel to actively monitor and encourage each child and family to achieve consistent student attendance. Every effort will be made to work with families to rectify an attendance concern. Schools also must consider the number of times a child is *late to school and/or leaves early*, for these, too, may negatively impact academic progress. If significant progress on regular school attendance is not made, however, school and district personnel have the responsibility to seek support from appropriate outside personnel and agencies.

Examples of absences that may be considered as excused with written parent/guardian documentation, include:

1. Personal illness
2. Death in the immediate family
3. Religious observance
4. Required attendance in court
5. Approved school-sponsored activities, including field trips, interscholastic athletics, musical or other competitions
6. Directed or authorized presence at the Administrative Offices, Nurse's Office, Counseling, Music lesson, etc.
7. Quarantine
8. Emergency and/or required dental and medical appointments

Unexcused absences must be recorded when a student is absent with the knowledge and consent of his/her parent for reasons other than those that are considered excusable. Examples include:

1. Vacation
2. Shopping
3. Needed at home
4. Caring for sibling(s)
5. Overslept

The NYS Education Department collects information as to the number of unexcused absences that occur for each school and the district as a whole.

Parents/guardians *should contact the school by 10:00 a.m. each day that a child is absent.* If the school has not been contacted by that time, school personnel will attempt to contact you to confirm that you are aware that your child is absent.

Parents/guardians must notify the school nurse directly if your child has a communicable condition such as chicken pox, strep throat, hepatitis, head lice, flu, "pink eye", etc.

ATTENDANCE, continued:

Regulations also require that a signed, written note stating the reason for a child's absence be submitted, *even when phone or other contact has been made the day absence occurs*. Upon return from an absence, students should report to class with a written excuse from a parent/guardian.

Making up missed school work from an absence

When a student is absent, late or leaves early, important school work is missed. It is the responsibility of the child and parent to make sure such work is completed. This includes not only homework but, when possible, the actual work done in class (or its equivalent). Call the school before 9:00 a.m. to obtain missed work from your child's teacher. If you attempt to call in the afternoon, there will not be time for the teacher to prepare missed school work. It is important to note that the completion of homework and class work missed during an absence **does not take the place of** being directly present for learning opportunities.

SCHOOL VISITORS:

It is school district policy that all visitors to all district buildings, and school property, including recognized parents or guardians, must provide a valid government photo identification (ID), such as a driver's license. Once this information is "scanned", a visitor's pass is printed and provided and/or a child may be released to the adult who has signed in. Once a visitor is initially registered, by having a valid photo identification scanned, getting a pass to enter the school is a quicker process during subsequent visits. The visitor badge must be displayed at all times. The visitor must also sign out at the conclusion of the visit.

Parents and guardians are invited to visit the school periodically during the course of the school year. It is requested that the classroom teacher or building administrator is contacted to arrange a convenient time for a planned visit to occur.

Student visitors from other schools are **not** permitted to enter school buildings without prior approval. Siblings from other schools are **not** permitted to visit our building on days when their attendance is required at their school. Unauthorized persons are **not** permitted in buildings or parking lots during the regular school sessions. Salespersons and non-approved fundraising are **not** permitted to solicit during school hours, in keeping with a Board of Education policy.

Please note that District procedures and insurance regulations REQUIRE prior approval and proof of insurance before any animal, creature, serpent, etc. are able to visit a classroom, school grounds and/or other areas in the building. If an unapproved visit does occur, you are placing yourself, the District and the pet owner at financial risk. Thank you for adhering to this procedure.

ARRIVAL & DISMISSAL:

Drop off time is 9:00 a.m.

There is no supervision provided in school or on school playgrounds until the official start of the school day, so parents or other caregivers should not drop students off before the designated time.

Parents/guardians who drive children to school should make certain school is in session before leaving their children at school. To reduce instructional interference and as required by safety mandates, parents should bring their child/children to the lobby/to the greeter in the main lobby rather than walk child/children to the classroom(s).

Pick up time is 3:15 p.m.

Every minute of the school day is an important one to the students and teachers. If it is not an *urgent situation*, classes will not be interrupted for *early dismissals*. Every effort should be made to *schedule medical or dental appointments* after or before school. If an appointment must be made during school hours, a note must be given in advance to the homeroom teacher, including a phone number for verification of the request. If you are delayed beyond dismissal time for any reason, we will keep your child until you arrive.

All students being picked up should be signed out in the lobby with the greeter. Parents/Guardians should provide a note stating the time and reason their child will be picked up. Children are not *allowed* to meet parents outside the building, i.e. walking to the parking lot to parent's vehicle, nor may minors or other unauthorized individuals pick up a child. Parents/Guardians/authorized adult **MUST** sign the dismissal book before leaving with the child.

Seymour Smith ONLY: Children who walk to and from school or ride their bicycles must have a note on file in the main office. (Cold Spring students should not walk or ride bikes to school.)

If your child's **before or after school schedule** changes, a note **MUST** be sent with instructions (i.e.: friend's name, bus number, address, etc.) Please provide a phone number at which you may be contacted for (possible) notification of the inability to honor the request, based on a lack of space on district vehicle, etc.

DELIVERING STUDENTS' FORGOTTEN ITEM(S):

Please bring items your child has left/forgotten at home, including lunches, lunch money, and homework assignments, books, etc., to the greeter in the main lobby. To reduce instructional interference, those bringing forgotten items to school will not go to the classroom.

SCHOOL CLOSINGS AND DELAYS:

It is sometimes necessary to delay or cancel school, or to send students home early, due to potentially unsafe road conditions, building equipment problems, etc. Please be certain to provide us with clear dismissal instructions via the Emergency Contact Form. The alternate dismissal will go into effect during planned or unplanned early dismissals, unless we receive a note from the parent stating otherwise. If your plan changes, school offices should be notified immediately so that records can be updated. *Also make sure your child understands where he or she will go when there is an unplanned, early dismissal. Because of the number of children involved, the relatively short timeline for some early closures, and our limited number of phone lines and human resources, we are not able to call parents/guardians or have students call home.*

TV CHANNELS AND RADIO STATIONS for SCHOOL CLOSING:

Announcements of delays or closings will be made on the following television/radio stations: WABC-TV; News 9; WFLY; WGY; WNYT TV; WTEN TV; WYJB; WXXA; WCTW 98.5 FM; WHUC 1230 AM; WZCR 93.5 FM; Q103.3 FM; Fox 5; WNYW NY, My9; WWOR TV; WNBC/New Channel 4, WRNN TV Channel 62; WPDH 101.5; 106.1 FM; 106.3 FM; WRRV 92.7 FM; 96.9 FM; 94.3 FM; 97.3 FM; The Wolf; Radio Disney 1340 AM; 1390 AM; Mix 97 97.7 FM; 97.3 FM; WCBS TV ;Channel 2; WBWZ 93.3 FM; WRWD 107.3 FM; WRNQ Q92.1 FM; WPKF 96.1; WFKP 99.3 FM; WRKW 92.9 FM; WKIP 1450 AM; WELV 1370 AM; WGHG 920 AM; K104.7; WLNA 1420 AM; WBNR 1260 AM; WHUD 100.7 FM

School cancellation/closing information is also available online at www.cancellations.com, social media and on our district's website at www.ppcsd.org

PLANNED CONFERENCE DAYS AND EARLY DISMISSALS

The Pine Plains Central School District will have a number of conference/professional development days and early student dismissals during the 2023-24 school year. These times are typically used for teacher/staff training. It is *vital* that the elementary school offices have any alternate dismissal arrangements for your child, if he/she is to go to a different location on these days. The dates are as follows and are also indicated on the district calendar on the inside cover of this handbook, and on the District's and school's websites:

Conference Days (no school for students)	One-Hour Early Dismissal at <u>2:15</u>	Half-Day Dismissal at <u>12:00 p.m.</u>
Tuesday, September 5, 2023	Thursday, June 20, 2024	Friday, December 22, 2023
Tuesday, November 7, 2023	Friday, June 21, 2024	Friday, March 22, 2024
Friday, March 8, 2024	Monday, June 24, 2024	Tuesday, June 25, 2024
Tuesday, May 21, 2024		Wednesday, June 26, 2024
Emergency Early Dismissal Drill (15 minutes early): Tuesday, November 21, 2023		

EMERGENCY PHONE NUMBERS / STUDENT CONTACT FORM:

Parents/guardians should complete the *Emergency Contact Form* for their children by no later than September 8, 2023. It is extremely important that parents/guardians update the form when any *changes are made* in the emergency plan and/or contact information. This information is vital not only to make certain children go to the correct location when there are unplanned closings, but for use with the *Rapid Dialing System, which provides important communication information from the school and district to parents and guardians at the indicated contact number.*

STUDENT HEALTH INFORMATION:

If a student is hurt or becomes ill during the school day or on a bus, (s)he/they should tell the appropriate adult in charge/present, and ask for permission to go to the Health Office. Students must be “signed out” by a parent or guardian if they are released from school early. The school nurse will provide emergency care for students until parent/guardian arrives, and/or outside medical attention is scheduled.

Visit <http://www.emsc.nysed.gov/sss/schoolhealth/schoolhealthservices/> for more details on Student Illness During School Day/Hours (SIDSDH) NY State Health Regulations.

PRESCRIPTION AND OVER THE COUNTER MEDICATION IN SCHOOL:

The NY State Education Department has established guidelines regarding the proper administration of any medications (including over-the-counter remedies) in the school setting.

Guidelines **require** that a parent/guardian provide the school with:

1. A written order signed by a physician which includes the name of the medication, diagnosis, dosage, time(s) of administration, and length of administration.
2. Medication in a prescription container with professional label.
3. Medication delivered to the school by an adult.
4. Written permission for the school nurse to administer medication.

A new form must be filled out at the beginning of each school year *and may be obtained from the Health Office or from the PPCSD website under the Health Services tab. It is important to update medication information* when there is a change of—or an additional—medication(s) prescribed. Children may not carry medication to/from school. Unused medication should be picked up by an adult within five days of the last dose given or, (for yearly medications), by the end of the last day of school, or it will be properly disposed of.

If you wish to have your child carry and self-administer his/her emergency medication, (e.g. inhaler or epipen), please contact the school nurse. Forms are available for completion, after consultation has occurred. Permission is granted on an individual basis.

SCHOOL PHYSICALS AND BODY MASS INDEX:

New York State Education Law requires a health examination form (completed by the private provider) or a health appraisal form (completed by the district medical director) be submitted for students at school entry (pre-k, or K), and in grades 1, 3, 5, and all new entrants. A valid physical must be done no more than 12 months prior to the start of the current school year.

Education Law 903 and 904 require a system to assess the prevalence of childhood obesity throughout New York State. The health form/ health appraisal for must include an assessment of Body Mass Index (BMI) and weight status (based on BMI-for-age percentile). This information is used to report data to the NYSDOH to assess childhood obesity in New York State. Each year, 50% of NYS public-school districts are selected to report aggregated student weight status category and health conditions information to the NYSDOH. You will be notified when our district is selected and may choose to exclude your child's information from the survey at this time. Only summary information is provided.

SCREENING FOR VISIONS, HEARING, AND SCOLIOSIS

Visions, Hearing, and Scoliosis screenings will be performed, at various grade levels, on children in accordance with New York State guidelines. You will be notified in advance that these screenings will be performed. Notification will be sent home on all vision screenings, regardless of results. Notification for hearing and scoliosis screenings will only be sent home for findings that would cause concern or need medical follow-up.

SPECIAL HEALTH NEEDS:

If your child has any special health needs, specific information should be shared with the school nurse.

HEAD LICE PROCEDURES: PEDICULOSIS (HEAD LICE)

Few conditions seem to cause as much concern in schools and homes as an infestation of head lice in children. Students in the elementary grades (ages 3 through 10) are the most likely target hosts for these insect pests. Head lice do not respect socio-economic class distinctions and their presence does not indicate a lack of hygiene or personal cleanliness. Recent medical recommendations from both the American Association of Pediatrics (AAP) and the National Association of School Nurses (NASN) do not treat head lice as an illness that necessitates an absence from school and have shown that the contagion does not spread as easily as once thought.

In order to control infestations of head lice (Pediculosis), the district has adopted the following protocols:

- a) Parents will be notified if lice/nits are present. An infested student may return to school after proper treatment is administered and no live lice are noted.
- b) Parents must transport student to school to be examined by the school nurse prior to re-entry to classroom.
- c) School staff will work with parents to minimize student absence caused by exposure to head lice. An infested student is not sick and is not a danger to other students. Excessive and unnecessary absences affect a student's educational progress.
- d) Every effort will be made to protect student's privacy when infestations are detected.
- e) School staff will also work to minimize the social stigma that is unfairly attached to victims of head lice infestations. Head lice are not caused by poverty or unsanitary conditions. Appropriate staff will learn proper precautions to prevent further spread of the infestation as deemed necessary by the school nurse.

PERSONAL HYGIENE PREVENTIVE INFECTION CONTROL MEASURES:

In cooperation with the Dutchess County Health Department, the Pine Plains Central School District reminds all parents, students and staff of these preventive infection control measures:

1. Report any illness to the school nurse.
2. Remind students to wash their hands often. Washing with soap and hot water for at least 20 seconds is ideal (about as long as it takes to sing the "Happy Birthday" song twice.)
3. Hand washing is the most effective means of germ abatement. Students may use hand sanitizer. Gels, rubs, and hand wipes, all work well, as long as the product contains 60% alcohol. Hand wipes must be disposed of properly. Always read and follow the instructions when using hand sanitizer, and make certain your child/children is familiar with proper application/use. Hand sanitizers are not to be shared between students, since not all parents/guardians want their child/children to use/be exposed to such products, nor are faculty members able to administer hand sanitizer application to children.
4. Remind students to keep their hands away from their face and avoid touching their mouth, nose or eyes.
5. Remind students to cover coughs and sneezes with tissues or by coughing into the inside of their elbow.
6. Adults are encouraged to help students learn healthy habits by following infection control methods, which may have the added benefit of reducing illnesses in schools and homes.

RECESS AND PHYSICAL EDUCATION:

A Pine Plains Board of Education policy—as well as a State Education Department requirement—mandates that all children participate in physical education and physical activities. If a specific health challenge arises, a note from a certified physical should be submitted to Health Office personnel, requesting that the child cannot participate in physical activities on a temporary (prescribed) basis. Please be sure that the note from medical personnel indicates why your child is to be excused, and the date they can resume physical activities. **If a child cannot participate in physical education activities, they will not participate in recess activities that are physical in nature for the time period indicated by medical personnel.**

A parent/guardian may *request* that a child not participate in physical activities *without a doctor's statement*. The nurse may contact you, and will make a decision on participation. In such instances, permission to be excused will be authorized by the nurse on a day-to-day basis, and will typically require medical follow up if it is requested for more than one day. Without a written statement from a doctor, if your child is well enough to come to school, he/she/they is well enough to participate in all of the school-day activities. Please refer any questions to the school nurse.

Children wearing inappropriate footwear, such as "flip flops" or sandals without backs/straps will not be allowed to participate in required and/or desired physical activities, such as physical education class and/or recess. Parents may be contacted if inappropriate footwear is preventing a child from participating in mandated activities, and is posing a safety hazard. Students who cannot participate in physical activities may be

expected to complete additional academic tasks.

IMPORTANT CHILD CUSTODY/VISITATION INFORMATION:

Regarding legal, court ordered custody and visitation, and restricted contact matters, a confidential list is maintained, and appropriate notification of school faculty/staff occurs. Students' names are placed on the confidential list *only* when the school receives a certified, legal document from a court indicating a restriction and required lack of contact between a child and specified individual(s). In the absence of legal papers, both parents/legal guardians have a right to visit and/or pick a child up from school, or communicate with school personnel. This confidential list is reviewed periodically for accuracy. It is the parent's responsibility to ensure that court papers are in proper order and updated (if necessary). Documents that have expired are not legally binding.

Although other relatives, family friends, etc. may be very involved in a child's life, we cannot provide specific, detailed information to any other individual other than the parent or legal custodian, without appropriate, legal permission to do so.

RESOLVING SCHOOL-RELATED CONCERNS:

It is best to attempt to resolve any concerns at the level at which they occur. Teachers should be contacted to resolve matters before principals, and/or before the director of special education; bus drivers before the director of transportation; and principals before the superintendent. (It is understood that in certain situations, it is necessary to have initial contact with an administrator or director).

When an individual has a complaint about instructional materials being used in the classroom, the availability of certain materials in the school's media center, or another concern, the Building Principal will hold an informal meeting between the individual(s) with concerns and the faculty member to resolve the complaint. If the matter is not settled to the parent/guardian's satisfaction, the complainant shall then notify the Building Principal; if there is no resolution on this level, the Superintendent of Schools shall be contacted.

All matters referred to the Superintendent shall be in writing. The Board of Education recognizes the right of community members to register individual or group concerns regarding instruction, district programs, materials, operations and/or staff members. The main goal of this policy is to resolve such concerns specifically with only the parties involved, whenever possible. Public complaints about the school district will be directed to the proper administrative personnel.

The district has designated Title IX personnel to investigate any formal complaints of harassment, sexual or otherwise, as appropriate. Based on the Dignity for All Students Act, which was signed into law in July of 2013, each school shall also designate a (trained) Dignity Act Coordinator to investigate alleged instances of harassment, including bullying.

See the District's Code of Conduct and related Board of Education Policies for additional information and requirements and procedures.

PRE- KINDERGARTEN & KINDERGARTEN REGISTRATION & SCREENING:

A registration for all children eligible to attend school will be held each spring. Kindergarten screening must be completed in order for a child to start school. Screening for those students who register after the spring screenings will take place the first day of school or as determined based on date of entry. Pre-kindergarten screenings will be held in the summer.

STUDENT GRADE & CLASS PLACEMENT:

The Pine Plains Central School District educators will make every effort to place each student in the most appropriate learning level for a successful educational experience. Classroom teachers are expected to make an early identification of students at risk of failing, and follow through, as appropriate, with referrals to the *Instructional Support Team* (IST) to develop a plan of action to support improved student learning and/or functioning. Parents/guardians will be notified if retention is anticipated. Students who do not make satisfactory progress in two or more *core subjects* will be recommended for summer school if the district provides a summer academic program. (Additional information on the IST is provided below.) In making placement decisions—grade level promotion or retention—the building administrator will consider pertinent factors such as student current and past academic performance in class, parent/legal guardian and teacher recommendations, local and state standardized test scores, as available, and any other appropriate sources of determining information. *The final decision for placement rests with the building principal.*

Decisions regarding the placement of students in classrooms assigned to particular teacher(s) are made by the building principal in collaboration with the faculty. When classes are created in the late spring and early summer for the following fall, we seek to achieve a balance in each class in relation to of students' academic abilities, gender, etc. Students are also grouped for academic support purposes. Input to develop balanced classes is provided by various faculty members (who may include academic intervention support teachers, school psychologist, special subject teachers, etc.) in addition to classroom teachers. Very careful thought is put into each placement decision, resulting in the creation of class lists and subsequent teacher assignments. In addition, regrouping for certain academic instruction may occur at certain grade levels, resulting in most children at a grade level where such regrouping occurs having more than one teacher for core academic subjects. In light of the above factors, as well as other considerations, **it is not possible to accept or comply with parent requests for particular teachers and/or requests to place a child with friend(s).**

CAFETERIA:

Pine Plains Central School offers nutritious breakfast and lunch programs. If your child does not like the "main item" offered at lunch, a deli sandwich or a slice of pizza can be ordered. Pre-payment for cafeteria purchases, weekly or monthly, is an option. The safest, most convenient way to pay for school lunches is by check. Applications for free and reduced breakfast and lunch are available at the school. Free and reduced breakfast and lunch information is kept in an appropriate, confidential manner. Contact Director of Food Services at (518) 398-7181 ext. 1351 or main office personnel for private assistance in applying for this program.

The District has adopted a mandated wellness policy that promotes lifelong habits of healthy eating. Students are expected to eat at least some of their lunch before asking to buy a snack. Parents are encouraged to monitor the amount of snacks their children purchase / consume, and to discourage the consumption of more than a single snack of a less than healthy variety.

Parents and guardians are welcome to join children for lunch. Please order your lunch in advance, and follow appropriate sign-in and sign-out procedures.

Note: The cafeteria will begin serving breakfast & lunch on September 6, 2023.

TRANSPORTATION:

Pupils are transported to and from school daily as per Board of Education policy. (NOTE: All students who attend Cold Spring Early Learning Center will be transported once they turn 4 years of age.) Kindergarten pupils will be transported “door-to-door,” or as close as feasible. If your child is not going to ride the bus in the morning, *please call the bus garage (518) 398-3000, ext. 3115 as early as possible.* Notes requesting permission to ride a different bus from school in the afternoon *must be signed by a parent or guardian* and brought to the main office by the student. In the event that there is no room on the bus for additional riders, it may not be possible to honor the request.

For any change in a child riding a different bus than he or she is assigned to, and/or for a student to get off the bus at a different location, a written permission note must be submitted **in advance** before a bus pass will be issued. The written request should include the following information:

- The full name of the student
- The route number of the bus the student will be riding
- The stop at which the student will be getting off
- The name and address of the person the child will be visiting
- A phone number for parental contact

All notes should also be signed and dated by the parent. In the event that there is no room on the bus for additional riders, it may not be possible to honor the request.

Riding the bus to and from school requires adherence to all school district rules and regulations. Proper behavior must be maintained for the safety and well being of all students on the bus (please see "Bus Behavior" information that follows.)

DRESS CODE:

Individual students and parents/guardians have the responsibility for appropriate student dress and general appearance. Students are required to attend school in appropriate dress that meets health and safety standards, does not interfere with their education, and is not disruptive to the educational processes of self and/or others. Additionally, students may be asked to wear appropriate protective gear in certain classes (i.e., physical education and art classes). Hats are not to be worn in the building. **Flip-flops, backless sandals and shoes with built-in wheels,** and other footwear that creates safety hazards, are not allowed.

LOST & FOUND:

Lost & Found areas are located in the lobbies of the schools. Certain more valuable items may be securely stored in the main office. Please check with the office for items such as watches, and also check the clothing bins whenever you visit the schools. *Clothing* that is labeled is more easily returned to children. The school district and or its employees are not responsible for lost or stolen items, and parents and guardians are encouraged to actively monitor what their children plan to bring to school. Clothing items not claimed will be donated to a charity or discarded.

MONEY/EXPENSIVE ITEMS/TOYS & USE of ELECTRONIC DEVICES:

Any items that distracts from or disrupts the educational process for any learner may be confiscated. Money and other personal items brought to school are the responsibility of the student. Students should not bring money in excess of what is needed for breakfast/lunch. Use of hand-held video games, smart phones, and other personal entertainment devices (MP3 players, iPods, etc.) are not permitted in school. **Students are not permitted to have or use cell phones in school.**

Expensive or highly valued toys, trading cards, game cartridges, etc. should not be brought to school. School personnel are not responsible for lost, stolen, traded items, etc.

PESTICIDE NOTIFICATION:

The Pine Plains Central School District may use pesticide/herbicide products periodically throughout the year to control certain pests (i.e. hornets/poison ivy). We are required to maintain lists of parents, guardians and staff who wish to receive 48 hour written advanced notice from the school of an actual pesticide application. If you wish to register with the school to receive such notifications, you can do so by calling the Director of Facilities for the district at 518-398-7181, ext.1344. You will need to provide your name, address and telephone number and email address.

Pesticide applications that *do NOT* require 48-hour notification are:

1. Aerosol products with a directed spray in a container of 18 ounces or less used for killing biting or stinging insects
2. Applications made when the school facility is unoccupied and remains so for a continuous 72-hour period
3. Rodent and insect baits in tamper resistant containers
4. Boric acid and disodium octaborate tetra hydrate
5. Pesticides which have been determined to satisfy the reduced risk criteria established by the EPA, including bio pesticides
6. Antimicrobial pesticides
7. Silica gel and other nonvolatile ready-to-use, paste, foam or gel formulations of insecticides placed in areas inaccessible to children
8. Pesticides classified as exempt material under 40 CFR Part 152.25
9. Emergency applications

SMOKING and VAPING:

Smoking and vaping, by law, is not allowed on school property or in district vehicles.

COLD & WARM WEATHER GUIDELINES:

Guidelines are in place that limit or prohibit outside activity time when it is especially cold or hot. Guidelines were developed and based on information gathered from the National Weather Service and a county health department website.

Cold Weather Guidelines: A school nurse, or another designated staff member, checks the wind chill temperature on days when it is especially cold. An announcement and a visual posting occur to communicate limited or prohibited outside time.

In all cases, the benefit of outside physical activity is considered in relation to the weather conditions. Please support our *efforts to make certain your child/children brings appropriate outside clothing* to enjoy the outdoors. Students should have a winter/cold weather coat or jacket, a hat or hood that covers their ears, gloves or mittens, boots or insulated high top shoes, socks, etc. On those occasions when a child doesn't have adequate clothing or accessories, please realize that his or her class may go outside for recess, though he or she may need to remain indoors in a supervised setting.

Warm Weather Guidelines: School personnel follow guidelines that include providing students with access to water (hydration), as well as appropriately limit physical activities (inside and outside the building) on especially warm and humid days. Announcements are made and visual information posted that determines the type and length of limited physical activities, based on the heat index. Following these expectations is important since children are particularly susceptible to serious heat related illness.

When children are outside other “commons sense considerations” must be considered, such as the risk of unprotected exposure to the sun and insects.

Weather warnings—such as thunderstorm alerts—will mandate ending outside activities. Air Quality Index alerts could also alter the amount of time and types of physical activities students can participate in outside.

These guidelines apply to recess, physical education classes, and all other activities that involve more extensive physical activities.

Parent/Guardians may contact either school's main office for additional information regarding cold and/or warm weather guidelines.

Following good health practice guidelines, parents/guardians should regularly check children for tick and other insect bites.

PART 2: ACADEMIC INFORMATION

REPORT CARDS:

COLD SPRING EARLY LEARNING CENTER:

Report cards will be sent home with students on the following dates for Cold Spring ELC:

- 1st Quarter: Friday, December 1, 2023
- 2nd Quarter: Friday, February 2, 2024
- 3rd Quarter: Friday, April 19, 2024
- 4th Quarter: Wednesday, June 26, 2024

Report cards are now “individualized” for each grade level to be more aligned with New York State Education Department core academic standards. (Visit www.engage.ny.org for additional learning standards information.)

Grades will continue to be provided using a Level 1 through 4 system, for Pre-K through 2nd grade, defined as follows:

Academic Grading key

- Level 1 – Not meeting grade level expectations
- Level 2*-Working toward meeting grade level expectations
- Level 3*-Meeting grade level expectations
- Level 4*-Exceeding grade level expectations

**Note that we have provided more ‘grading options’ for Levels 1 through 3. Grades of 1.5, 2.5, and/or 3.5 would indicate student performance at a mid-to-high range within the performance level(s).*

Learner Behaviors & Fine Motor Skills Grade Key for Pre-K through 2nd grade:

- Level 1 – Rarely exhibits behavior and frequently requires teacher prompting
- Level 2 – Inconsistently exhibits behavior and often requires teacher prompting
- Level 3 – Frequently exhibits behavior with minimal teacher prompting
- Level 4 - Independently exhibits behavior without teacher prompting

SEYMOUR SMITH INTERMEDIATE LEARNING CENTER:

Report cards will be sent home with students on the following dates for Seymour Smith ILC:

- 1st Quarter: Friday, December 1, 2023
- 2nd Quarter: Friday, February 2, 2024
- 3rd Quarter: Friday, April 19, 2024
- 4th Quarter: Wednesday, June 26, 2024

Grades 3 through 5 will provide a more specific level of instructional progress with an A-F scale as it relates to content area development.

Learner Behavior and Fine Motor Skills Grade, as well as Special Areas, are graded on a +/- scale.

Your child's teacher or teachers will provide an in-depth review of report card grading systems during elementary parent-teacher conferences in November.

AWARDS AND AWARDS ASSEMBLIES – (Seymour Smith only)

Awards Awards will be consistent between sections and grades – in other words, the same awards will be attainable by all students. There may be room for a few special awards, but these would have to be consistent within a grade.

Honor Roll: Grades 3-5 Gold and Silver honor roll remain. The range is as follows:

Gold	Silver
A+	A

ROARS Awards: given to students in each grade level who exhibit respect, open-mindedness, achievement, responsibility and success.

Specials Awards: a maximum of two awards in each area. Specials teachers will need to develop specific criteria.

Award assemblies take place in classrooms informally, but also as family events typically schedule at 8:30 prior to the start of school. End of the year awards for grade 5 will be distributed during the "Moving Up" ceremony.

ELEMENTARY HOMEWORK PHILOSOPHY & GUIDELINES:

1. *Homework is Important! It can:*

- ◆ Provide additional practice, increasing the amount of time students are actively engaged in learning and extending time on task.
- ◆ Be useful to teachers for monitoring student progress and diagnosing student learning problems.
- ◆ Be an effective way to increase student personal responsibility and individual accountability.
- ◆ Facilitate more rapid movement through the curriculum: students can supplement academic mastery outside of classroom time, freeing teachers to teach expected grade level material.
- ◆ Lead to increased communications between parents and the school, and provide opportunity for increased parent awareness of student learning.
- ◆ Contribute to students and parents' understanding that the school holds high expectations of students.

2. *Students should be able to complete homework assignments independently.*

While it is *very important* for parents to oversee and monitor homework, assignments are designed to be completed by students independently. This allows students to accept

responsibility for their work. It is important for students to show evidence of effort in completing homework, even if it is not completely “correct”. Students (and/or parents) should speak with the teacher as soon as he/she is unable to understand or complete homework assignments.

3. Homework should have different purposes at different grades.

For younger children (grades K-3) homework should foster positive attitudes, habits and character traits. For older students (grades 4-5) it should facilitate knowledge acquisition in specific topics *in addition* to fostering positive attitudes, habits and character traits.

4. Homework should be corrected and feedback given to students.

It should not be graded, nor should it be a part of the report card grade. It can and should be noted under the “complete assignments” section or in the teacher comments. Students sometimes get particularly challenged in the course of doing their homework because they do not understand something critical. This may be due to prior instruction, lack of clarity about the assignment, or lack of attention on the part of the student during an explanation. A reasonable and respectful policy will take these factors into account. Teachers should ask students to document what they did before abandoning their homework: what approaches they tried, for example, or the names of students they phoned for help. Such a policy gives the message that perseverance and resourcefulness are important.

HOMEWORK GUIDELINES, continued:

5. Homework must be done when assigned.

When homework is not completed at home, a student is obligated to do so during school time. This can mean during recess, “choice time,” or other non-instructional periods. When there is a pattern of non-completion of homework and parent letters/conferences have not succeeded in improving the situation, the student should be referred to the principal. The principal shall contact the parent by phone or letter, emphasizing the seriousness of the problem. Further after school detention, parent conferences, etc. would be indicated if there is no improvement.

6. Teachers should coordinate homework.

When more than one teacher is assigning homework to a particular student or class, the quantity of homework should be coordinated so as not to be excessive. Large assignments should also be coordinated.

7. The frequency and duration of homework assignments per night should, on average, be:

- Grade K: Reading—being read to by a family member, and progressing to supervised, beginning reading tasks—20 minutes per night.
- Grades 1-3: Reading or being read to 20 minutes per night. One or two additional assignments taking 15 minutes or less each.

- Grades 4-5: Reading 20 minutes per night. One to two additional assignments taking 15 – 30 minutes each.

8. Summer reading is an expectation for all students.

Seymour Smith additional guidelines: Students in grades 3-5 are responsible for writing their homework assignments in their assignment planners. Planners are distributed in the beginning of the school year.

Additional homework recommendations for parents/guardians to implement at home:

- Set aside a regular study time and place each day that is not to be interrupted by family plans, school activities or other interruptions.
- It is suggested that homework be completed before viewing or using television, and/or computer/electronic devices. (“Book-in-a-Bag” reading may be done just before bedtime, if desired.)
- Check your child’s assignment planner nightly, before he/she begins homework and after it is completed. Help establish a routine of putting all completed work in a book bag.
- Make sure children have necessary materials (paper, pencils, crayons etc.)
- Be supportive and give assistance when you child appear to seem frustrated or discouraged with particularly challenging assignments. Help him/her to develop strategies to provide a response, rather than doing the work for him/her.
- Contact the teacher to clear up any misunderstandings, troubleshoot problems and gather and provide additional information about the child’s learning progress. In particular, if you find your child spending an excessive amount of time completing his/her homework, call the teacher to discuss the situation.

SPECIAL SUBJECTS– ART, LIBRARY, MUSIC & PHYSICAL EDUCATION:

Periods of special subjects are provided in all grades, PK-5, as indicated below. (A period is 45-minutes in length.)

ART: one period in a six day cycle,

LIBRARY: one period in a six day cycle, with access to the library's resources at other designated times.

GENERAL MUSIC: one period in a six day cycle

PHYSICAL EDUCATION: two to three periods in a six day cycle. (*Sneakers or other appropriate athletic footwear must be worn for P.E & recess.*)

BAND, CHORUS, INSTRUMENTAL LESSONS: (Seymour Smith only)

BAND is offered to selected students in 4th and 5th grades.

CHORUS is offered to students in 4th and 5th grades.

INSTRUMENTAL LESSONS are available to children in 4th and 5th grades during the school day. Students may sign up to play instruments near the conclusion of 3rd grade. Instruments may be rented.

Please see the following two pages for specific information regarding the district's elementary band program.

Elementary Band Program Description

The **Elementary Band Program** is open to all students who are enrolled in the fourth or fifth grade. Students are given the opportunity to study music on the following band instruments:

- Woodwinds: flute, oboe, bassoon, clarinet, or saxophone.
- Brass: trumpet, French horn, trombone, euphonium, or tuba.
- Percussion: enrolled students study snare drum and *all* of the various band percussion instruments.

The program consists of two (2) components of music study:

1. Small group lessons for a half hour, once a week during the school day.
2. Band rehearsals once every 6 day cycle during the school day.



Beginner Level (Year 1)

Band instrument study involves learning the basic playing skills of the chosen instrument, proper care and maintenance of the instrument, and the basic elements of written and aural music. Students are automatically enrolled in the **Beginner Band**, which begins regular rehearsals in January. The preparation culminates in a performance during the Elementary Spring Concert.

Year 2

Band instrument study involves continued development and application of instrumental playing skills; learning to read and use more complex elements of music; composing and performing music. At the beginning of the school year each student's playing is evaluated for acceptance into the **5th Grade Band** (an advanced band which rehearses and performs music of a difficulty level geared towards students in their second year of study). Students in the **5th Grade Band** use the skills they develop in lessons to rehearse together once a week and perform concerts as an ensemble at least twice a year. In addition to school sponsored ensembles, students are encouraged to audition for **Elementary All-County Band**, and to participate in the area **NYSSMA Solo Festival** each spring.



Student Requirements

Students enrolled in the program are required to practice their instruments at home for a minimum of 5 days a week for 30 minutes each day. A specific time of the day should be set aside for the student to practice without interruptions or distractions.

Grading

Students are graded each trimester in Band & Lessons on effort, preparedness, musicianship, tests/projects.

Materials

Students are required to have the following materials for participation in the Band Program:

- An approved band instrument, which the student either owns, rents or borrows.
- Supplies for the instrument, such as reeds, oils, etc. (*Please contact Mrs. Newsome for details.*)
- A music book:
 - Woodwind & Brass students – “Standard of Excellence” Book 1 w/CD by Bruce Pearson,
 - Percussion students – “Contemporary Drum Method” Book 1 by Michael LaRosa.
- A music stand for practice at home.

Elementary Band Program Description, continued:



Extra-Curricular Opportunities

Whenever possible, try to take your child to live concerts of classical music or jazz, and/or attend live theater. Some local sources are:

- ❖ Bardavon in Poughkeepsie
- ❖ UPAC in Kingston
- ❖ Rhinebeck Performing Arts Center
- ❖ West Point
- ❖ Local colleges (Bard, Vassar, Marist)

The Parent's Role

When the school day has ended, it is the parent who continues the education process at home. You establish schedules for your child to accomplish homework, (practicing, too!), and participate in various activities. Your encouragement of and expectations for your child to do their very best is a vital influence upon their success.

Parent Opportunities

Here are a few opportunities for parents/guardians to assist in the band program at school:

- ❖ **Concert Assistants** – to help at student concerts by recording the performance, assisting backstage and chaperoning.
- ❖ **Phone Tree Aides** - to help with band parent notifications.

Anyone interested in volunteering in the schools/school district should complete a brief, required volunteer application form available from your child's homeroom teacher or the main office.

ACADEMIC INTERVENTION SERVICES:

Academic Intervention Services (AIS) are provided to students who have been identified as being at risk of falling below the state learning standards for academic areas of English Language Arts and mathematics, in kindergarten and above. AIS are also available for students at risk of falling below standards for science as of grade 4. Eligibility is based on student performance on state and local assessments, and in accordance with district assessment procedures. When a student needs academic intervention services, the parents will be notified in writing. Per New York State education regulations, academic intervention is *mandated* for students who score in Level 1 or 2 on state assessments administered in grades 3, 4 and 5.

The following, additional support services are also available, as applicable. (For more information, contact your child's teacher):

- *English Language Learners- (ELL)* Supports, based on results on a state assessment, for students for whom English is not their native language
- *Speech/Language Therapy* - for students with expressive language, receptive language, or articulation difficulties.
- *Counseling* - to support children with social/emotional needs that may interfere with learning and interactions within the academic setting.
- *Special Education Services* - for students formally evaluated, reviewed and classified as evidencing specific, identified educational disability/disabilities that negatively impact learning/functioning.
- *504 Modifications Plans* – including specific services within general education setting to support for students with a *diagnosed condition* that significantly impacts learning.
- *Migrant Education Services* - to support the educational progress of migrant workers' children. Educación para migrantes servicios - para apoyar el progreso educativo de los hijos de trabajadores migrantes.

ENRICHMENT: The Elementary Enrichment Program was created in response to the district's commitment to challenge and inspire every student. Students in pre-kindergarten through fifth grade benefit from the elementary Enrichment program which works to further extend student interests, knowledge, and creative thinking by engaging them in a variety of project-based learning activities. Students have the opportunity to extend their learning through the engineering process by tackling authentic learning inquiries working with both their homeroom teacher and the enrichment teacher. (At the pre-kindergarten level a certified teaching assistant provides push in services). Students are also selected for a pull-out program by their Benchmarking scores, report card grades, teacher recommendation and observations. Students who exhibit a readiness during the school year can be added to the program. Students are evaluated three times a year using a teacher generated progress report.

ASTOR MENTAL HEALTH CLINIC:

The Pine Plains Central School District has been recognized by the New York State Education Department for its efforts in supporting children's mental health. Established through a contract with the Astor Home for Children in 1997, every school building has a mental health clinician. Therapeutic services can be accessed confidentially by speaking directly with the clinician assigned to each building and/or by calling the Dutchess County Helpline at 877-485-9700. Clinicians also provide school-wide support services such as Banana Splits (a program for children of divorced or separated parents or loss of significant person) and social skills development groups.

INSTRUCTIONAL SUPPORT TEAM (IST)

The IST reviews the progress of students who may need additional academic and other appropriate educational supports. Each building has a multidisciplinary group of professionals that meets on a regular basis from September through April. Referring faculty member(s) present a student's case to the IST for consideration of access to interventions, request further evaluation(s), and to discuss additional teaching and learning strategies. Parents are routinely notified of an IST referral. Meeting minutes are taken, including recommendations, and shared directly with the parents/guardians.

STUDENT ASSESSMENT (Testing):

1. New York State Assessments:

The New York State Education Department requires administration of state tests in English Language Arts (ELA) and mathematics in grades 3 through 8. Additionally, a science tests are given in grades 5 and 8. School-wide summaries are reported in the local newspapers, (print and on-line), on the State Education Department's website (www.nysed.gov), and in the New York State Education Department's *School Report Card* document. Individual results for students are provided to parents/guardians by each school after they are received from the State Education Department, typically in the late summer or early fall of the next school year. School District assessment results are used, as well as other factors, to analyze the overall quality of instructional programs.

2. District Benchmark Assessment:

The district teachers designed a bank of assessment questions, along with numerous instructional paths and tools for teachers to support individual student needs based on grade level assessments aligned with the next generation learning standards. A library of interactive and engaging intervention lessons are coupled with classroom instruction to move students to proficiency in a cumulative manner. Individual learning plans, diagnostic and intervention grouping, assist teachers to individualize instruction. Teachers, grade level, and school based success teams can utilize instructional reporting to easily progress monitor while tapping the information for student success.

3. *DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Grades K-2:*

DIBELS assessments are brief, individually administered measures of reading progress administered to students in grades K through 2. This assessment measures student progress for particular skills required to become a good reader, and determine whether a child needs additional reading assistance (intervention). DIBELS assessments are administered three times a year to every child in these early grades, with short “progress monitoring” assessments given more often to certain students who received intervention support.

For DIBELS score reports, at each grade level, K-2, a benchmark value or score is set to assess each student’s achievement. This is indicated by the gray area on the student profile report. The goal for each student is to, *at the very least*, reach benchmark within the appropriately determined timeframe as indicated by the graph. The benchmark expectations increase across the school year, as children are provided with more reading/language instruction. Instruction is adjusted accordingly when progress does not match expectations.

Note: the DIBELS Oral Reading Fluency assessment may be administered to students in grades 3 through 5 who are receiving Academic Intervention Services (AIS) in English Language Arts.

Below is a brief description of each assessment.

DIBELS Initial Sound Fluency (ISF) measures a student’s ability to fluently (easily) identify *initial sounds* in words.

DIBELS Phoneme Segmentation Fluency (PSF) measures a student’s ability to break down longer words into their individual sounds.

DIBELS Nonsense Word Fluency (NWF) measures a student’s knowledge of letter-sound correspondence and the ability to blend letters into words.

DIBELS Letter Naming Fluency (LNF) measures the ability of students to state the names of upper case and lower case letters. Children are asked to name as many letters as possible in one minute.

DIBELS Oral Naming Fluency (DORF) measures the ability of students to read correctly from grade-level passages. The number of correct words per minute is determined for a score.

DIBELS Retell Fluency (RTF) measures the ability of students to comprehend what they read on the DORF assessment. After reading each DORF passage the child is asked to tell all that they can recall/understood about what they just read. The maximum time allowed is one minute.

For further information access the DIBELS website at <http://dibels.uoregon.edu> or contact your child’s teacher.

3. *Fountas & Pinnell*

Fountas & Pinnell assessments provide accurate and reliable tools to identify the instructional and independent reading levels for all students and document progress through one-to-one formative and summative assessments.

PART 3: SCHOOL DISCIPLINE – CODE OF CONDUCT

STUDENT RIGHTS AND RESPONSIBILITIES:

The Pine Plains Central School District is committed to maintaining high standards of education for all students. Because the District believes that order and discipline are essential for effective teaching and learning to occur, the District is also committed to creating and maintaining high behavioral standards and expectations.

The District believes that order and discipline are shared responsibilities between school, home and community. A Code of Conduct was developed by student, teacher, administrator and parent organizations, school safety personnel and other board of education approved school personnel.

A parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with school personnel to provide the necessary structure to promote his or her child's social and educational growth.

Disciplinary measures available to the administration of each school building include, but are not limited to, parent and/or student conferences, detention, in-school suspension, out-of-school suspension, and administrative hearings with a designated Impartial Hearing Officer for more long-term expulsion considerations. Administrative hearings can result in out-of-school suspensions of more than five days and, in particularly serious cases, a student may be permanently suspended from school and school property.

The Pine Plains School District Code of Conduct is sent home with each child in the fall, and is also available @ ppcsd.org – click on the *Students* link, then the *Code of Conduct*.



BUS BEHAVIOR:

It is *essential* that students learn and follow all bus safety rules. The rules for riding the bus safely are reviewed with all students at school and should also be discussed at home. Parents/guardians, school personnel and, especially, children/student must take transportation expectations *very seriously*, since disregard of the rules can affect the safety of students, bus staff, and other drivers or pedestrians on or near roadways. Those regulations detailed in our district's Code of Conduct also apply to behavior and actions on district transportation.

Expectations while boarding, on, and exiting district transportation include the following:

All students will...

1. *follow all directions* of the drivers and/or monitors and bus duty personnel.
2. *stay seated* (facing front) and *keep out of the aisle* (including feet and "carry-ons").
3. demonstrate *respectful behavior toward others*. (No fighting, taunting, and/or physically harassing, including bullying, of others. Use appropriate written and verbal language and volume/"quiet voice.")
4. demonstrate *respectful behavior toward district and others' property*. (There will be no eating, drinking, or chewing gum on the bus, no large or glass items are permitted. Band instruments too large for the students to hold on their lap or on the floor, between their legs are not permitted.)

Consequences for Misbehavior(s) on District Transportation:

Depending upon the nature of the misbehavior, the child may receive a verbal warning from the bus driver concerning the specific violation of rules, or, if the misbehaviors endanger the health and safety of self and/or others, a written referral may be submitted by the driver to the principal of the school the student attends. The following are *general guidelines* regarding transportation referral (discipline) processes:

- Referral 1: The principal will meet with the student to discuss the referral and develop strategies and deliver consequences. A copy of the referral will be mailed home. At the driver's discretion, she/he may assign a child to a specific seat assignment on the bus in an attempt to alleviate the problem.
- Referral 2: The principal will meet with the student to discuss the problem and determine consequences. The bus driver may be encouraged to attend. A copy of the referral will be sent home and parent may be contacted by phone or other means. The child may be assigned a particular seat if one was not assigned after Referral 1 was issued.
- Referral 3: Bus riding (district transportation) privileges suspended for up to 3 days. Parents/guardians will be notified of a suspension from transportation.
- Referral 4: Bus riding (district transportation) privileges suspended for up to 5 days. Parents/guardians will be notified of a suspension from transportation.
- Referral 5: Bus-riding privileges may be suspended for 5 days, for more than 5- days, or for the remainder of the school year if the safety of all passengers and/or others has been impacted. Parents/guardians will be notified of a suspension from transportation.

Note: It is the principal's prerogative to **accelerate the disciplinary process at any time**, based upon the severity of the behavior, particularly if the incident involves harassment,, including bullying, and/or a physical assault of another individual or individuals. That is, in certain cases—when physical and/or emotional safety issues are of a significant nature—immediate suspension from district transportation may occur.

CAFETERIA BEHAVIOR:

Expectations for behavior in the cafeteria are the same as those for behavior in the classroom and all other areas of the school. Specific procedures may be in place the cafeteria, during breakfast and lunch times, such as raising a hand to request to move about the room, to make certain there is a safe and orderly environment. Cafeteria monitors and other staff may refer students to the principal for disciplinary reasons.

PROHIBITION ON CORPORAL PUNISHMENT:

Consistent with regulations of the Commissioner of Education which prohibit corporal punishment, the Pine Plains Central School District affirms that corporal punishment is not a desirable method of enforcing decorum, order or discipline. The Board therefore prohibits the use of corporal punishment by district employees. No teacher, administrator, officer, employee or agent in the district shall use corporal punishment against a student. However, if alternative procedures and methods not involving the use of physical force cannot reasonably be used, then the use of reasonable physical force can be used for (1) self protection; (2) protection of others; (3) protection of property; (4) restraining/removing a disruptive student.

DISCIPLINE OF STUDENTS WITH A DISABILITY:

District personnel will determine whether or not the misbehavior(s) of a classified/special education student is/are related to his/her documented disability. A Committee on Special Education (C.S.E.) meeting may be convened to determine if the current educational placement is appropriate. In all cases, if a student is suspended in or out of school for more than 10 accumulated days, a C.S.E. meeting must be called to determine if the placement is appropriate. A behavioral intervention plan may be developed to address/improve specific student behaviors.

Part 4: COMMUNICATION BETWEEN HOME AND SCHOOL

PTA:

The Parent Teacher Association (PTA) is comprised of volunteers that are dedicated to supporting teaching and learning. The mission of the PTA is three-fold:

- To support and speak on behalf of children and youth in the schools, in the community and before government bodies and other organizations that make decisions affecting children.
- To assist parents in further developing the many skills necessary to raise and support the education of their children.
- To encourage parent and public involvement in our schools.

PTA Members meet periodically to discuss educational matters and plan various functions for students, faculty and association volunteers. *We strongly encourage* active membership and support of this organization. Some of the PTA activities/services include funding assembly/cultural arts programs, book fairs, arranging for informational sessions on education related topics, and overseeing fund-raising events to enhance the educational environment in each of the schools.

COMMUNICATION BETWEEN HOME & SCHOOL, continued:

PARENT – TEACHER CONFERENCES:

Parent-teacher conferences are an important element in reporting student progress to parents. Parent-Teacher conferences for the 2023-24 school year will be conducted both virtually and in person during the week of October 30 and November 7. Classroom teachers will schedule conferences. Additional conferences with classroom teacher(s) and/or other faculty may occur as necessary. Parents may initiate a conference by calling the school office and leaving a message to make a conference appointment with the appropriate faculty members. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with classroom instructional time. If a parent cannot attend a scheduled conference, he or she should notify the school as far in advance as possible so that another conference time may be arranged.

OPEN HOUSE:

Parents are invited to school on an evening to meet with their child's teacher regarding the school year's agenda (educational programs, teacher expectations, homework, class activities etc.). The discussions that occur at Open Houses are *general* overviews of what occurs in a class, area and grade level. To discuss your child's specific progress, please make an appointment with the teacher for a conference. (Parent-teacher conferences at the elementary level typically occur in November and at other times throughout the school year, as needed.)

Tentative Dates for Elementary Open House events are:

Seymour Smith ILC– September 28, 2023

Cold Spring ELC– September 14, 2023

EXPO:

The annual education exposition (Expo) is held in the spring, on different days/dates, at both elementary schools. Expo is an exciting and fun opportunity for students, faculty and staff to share some of their year's projects or special topics of interest. Parents are invited and encouraged to attend. This is an opportunity to spend part of a special school day with your child or children, but it is understood that some adults have work or other obligations during school hours. We do our best to make certain that every child is "paired up" with an adult during Expo. For educational, safety and attendance reasons, students who attend other schools will not attend EXPO at another building.

FIELD DAY:

Field Day events are only for students who are enrolled in that particular school. Children from other schools who are in session will not be allowed to attend. Adults who plan to attend are asked to volunteer and assist with various activities. This is not an event for spectators. If you plan to come, please plan to assist with an event.

Part 5: SCHOOL SAFETY INFORMATION FOR PARENTS

SCHOOL SAFETY IS EVERYONE'S BUSINESS

During the school year, children spend about a third of every day in, or traveling to and from, school. One of the school district's major responsibilities is to provide for the safety of our students through instruction, planning, practice drills, and parental education opportunities. New York State passed the *Schools Against Violence in Education Act* (Project SAVE) that requires New York State public school districts to develop school safety and security procedures, crisis management plans and emergency response capability. Plans have been developed and implemented by our school district in accordance with Project SAVE regulations. As of July 2012, the Dignity for All Students Act (DASA) has become law, creating additional supports and procedures to support students from acts of harassment, including bullying. (Refer to the district's Code of Conduct and specific board of education policies, which incorporate DASA requirements.)

Expectations for Parent in School Security – What Parents Can Do

The need for clearly established security practices in schools and on school grounds is mandated in order to provide the safest and most effective learning environment possible. It is important to recognize that our schools are required by law to develop a set of detailed plans to ensure the safety of your child and the general school population, including faculty, staff and visitors.

The following safety expectations are shared to increase parent/guardian understanding of the ways that family members can support the required security measures that must exist in schools and on school property.

Parents/guardians will...

- ...read this handbook and the District's *Code of Conduct* carefully, and review contents with child/children.
- ...submit the emergency contact information by date requested. (Delay in submitting this information could result in a child's safety being compromised.)
- ...update that emergency information as changes occur.
- ...follow the security procedures outlined below In the event of an emergency situation.

Safety Plan

How does school staff plan for safety emergencies?

- The school *Emergency Response Team* updates the School Safety Plan each year.
- The school *Safety Team*, (including parent members), meets regularly during the school year to discuss and address any reported safety issues.
- School staff teaches students about the response to potential emergency situations (fire, lock-down, lock-out, weather sheltering etc.) and practices the appropriate response.

Most importantly, our staffs practice emergency response drills with your children throughout the year. Teaching our students what to do in case of an emergency ensures a safe and orderly response to any crisis that may occur.

Standardized Security Procedures

What are our schools' security procedures?

- A Monitored, Single Point-of-Entry System is enforced which requires that:
 - All doors except the front are locked at the beginning, during, and end of school days.
 - Surveillance equipment is used throughout district buildings and grounds.
 - Exterior doors are checked throughout the day by school personnel to ensure they are closed and locked.

- Outside student supervisors and physical education teachers and nurses carry/have access to two-way radios (walkie-talkies) to communicate directly with office, health and/or administrative team members.
- Staff/faculty will wear visible identification during the school day.
- Visitors will wear visible identification at all times while in the school, on school grounds.
- All visitors to the school must sign-in (and out) with the monitor/greeter. (See below for additional visitor procedures.)

Standardized Visitor Protocols

What are our visitor sign-in procedures?

All visitors, including parents and guardians...

- ...are required to sign-in at the greeters' station in the front lobby immediately upon entering a school and/or visiting school grounds.
- ...may be asked to show picture ID when signing in.
- ...will be asked to let the greeter know purpose of visit to the school.
- ...are required to wear a visible Visitor's ID Badge.
- ...may be asked to wait for an escort and/or limit movements to designated areas in the school and/or on school grounds.
- ...are required to sign-out upon departing.

Please make an appointment to meet with a staff member or to visit your child's classroom. If a meeting is not planned there is the possibility that the person(s) you wish to speak/meet with, faculty, staff and/or administrator may not be available. You can make an appointment by calling either's school's main office or by contacting your child's teacher directly at the designated extension.

If you wish to deliver something your child has forgotten, please take the item to the greeter's station in the front lobby and the greeter will make sure it gets to your child.

Visits to classrooms and other instructional spaces must be limited to reduce instructional interruptions.

Standardized Student Sign-out Procedures

Regular Sign-Out Procedures (for *normal/typical* situations, such as parent pick-up of child/children at conclusion of school day):

- A request to sign out a student shall be made with the greeter in the main lobby.
- An ID is checked if the parent or designee is not known.
- A person picking up a child, other than the parent, must be on the approved, sign-out list, based on information previously submitted by the parent(s)/legal guardian(s).
- Anyone signing out a child will be required to show a formal, picture ID.
- Student will be sent to lobby to meet with parent or designee for departure.
- The adult signing out a child must wait in the designated area for the child.

High Volume, On-Site Sign-Out Procedure (for potential emergency situations)

- In a *High Volume Procedure*, an alternative site in the building will be used for sign out requests. (Follow the direction of school personnel.)
- ID will be checked in all cases.
- Students will be sent to the alternative site to meet parents for departure.
- Students not picked up will be sheltered and supervised until a parent or designee arrives.

High Volume, Off-Site Sign-Out Procedures (When the school has been *evacuated*)

- The *Off-site Center* will be used to reunite students with parent(s) or assigned designee(s).
- The Off-site Center will be another school building in the district or a designated alternate site.
- Parent or designee ID will be checked in all cases.
- Students not picked up will be sheltered and supervised until a parent/designee arrives.

Expectations for Parents in Emergency Response Situations

It is important to know that we are required by law to develop a set of detailed plans to ensure the safety of your child and the general school population. The following information is offered to increase your understanding of these measures and expectations for your response to help the Emergency Response Team successfully manage the emergency.

Standardized Parental Emergency Notification

How will parent/guardians be notified about emergency situations, procedures, and directives?

The District has the responsibility to notify parents/guardians about emergency situations at your child's school as soon as is practical. The following methods of communication have been established and may be used to notify parents about emergency situations.

➤ **Rapid Dialing System**

This is a rapid automated dialing system that allows the district to call all parents (or designated emergency contacts) at multiple numbers to alert them of an emergency situation. It can be used to call home phone numbers, work numbers, cell phone numbers, and other emergency numbers in an attempt to reach parents with accurate emergency information. The District may also use this system to send out emails about important and time-sensitive information.

It is necessary for parents to submit contact numbers to be entered into the Rapid calling system. You should do this by filling out the emergency phone contact form at the beginning of each school year. It is important to notify the school when you *add or change a phone number, emergency contact, email address etc.*

➤ **Parent Information Centers**

In some emergency situations, the district may choose to set-up off site *Parent Information Centers*. When this is the case, parents will be notified of the location and

times the center will be open. School and District representatives will be available at the *Parent Information Centers*.

- Local radio, cable TV, and district website may be used to communicate accurate information.
- Parent letters and memos may be sent home with students to provide information about an emergency event, services available during off-school hours, and directions about the next day.

Securing Building and District Emergency Procedures:

1. Lockdown:

The **lockdown** is the security procedure used when students, staff and visitors are in immediate danger. It requires immediate police and/or other emergency personnel response to the building and includes:

- removing all students, staff and visitors to designated secured areas;
- locking doors, turning off lights;
- taking attendance;
- remaining quiet until an all clear is sounded.

The lockdown is primarily designed to take all people out of harm's way in anticipation of a police response to the scene.

Securing Building and District Emergency Procedures, continued:

Desired Parent Response: Information will be communicated through radio and television stations, e-mail, and by automated phone system. The police/emergency response personnel will be in control of the school and will keep parents away from the building until an all clear is signaled and the school is returned to school authorities. The available Emergency Team members will meet to develop immediate response strategies to include parental communication and student dismissal procedures. *Visitors and concerned parent/guardians attempting to come into a school may only complicate the response by school personnel and emergency providers.*

2. Lockout (Heightened Security Plan)

The **lockout** is a security procedure used when there is a potential danger against an individual at school or when a danger exists in the vicinity of the school. It may require an immediate police (or other emergency personnel) response and includes considerations of the following actions.

- Limited vehicle access
- Increased supervision at arrival & dismissal
- Police presence
- No outside recess or PE
- Exterior doors locked/monitored
- Extra-curricular activities postponed
- Monitored single point of entry
- Limited and controlled visitations
- Controlled & monitored deliveries

Desired Parent Response: Information will be communicated through radio, cable TV, e-mail, and automated phone systems. The school is functioning in a normal fashion except for outside activity. Staff is on high alert and law enforcement may be present to offer protection and direction. *Visitors and concerned parent/guardians attempting to come into a school may only complicate the response by school personnel and emergency providers.*

3. Sheltering Plans

Sheltering is a security procedure used in response to natural disasters, weather-related, environmental, or accident-related emergencies.

Desired Parent Response: Wait until the emergency has passed, listen for information about evacuation procedures, and follow direction of the emergency management people. This will be communicated through radio, cable TV, e-mail, and automated phone systems.

Securing Building and District Emergency Procedures, continued:

4. Evacuation Plans:

Evacuation of a school building or area in a building is the emergency response procedure that may be used to ensure the safety of students when the building has been threatened (bomb threat) or compromised or when critical systems have been damaged or present an immediate danger. This includes fire, toxic spills, flood, natural disasters and potential acts of terrorism. The purpose of the evacuation is to first immediately remove students and staff from harm's way, then to reunite students with parents in the most effective way possible. Types of evacuation include:

- Temporary evacuation to school grounds *or* a secured area of the school;
- Evacuation by bus or walking to another district building for sheltering;
- Evacuation by bus or walking to an alternative non-school site for sheltering;
- Evacuation to home when transportation is available.

Desired Parent Response: Listen for information from the district as to what has occurred and what the plan for transportation or pick-up is. This will be communicated through radio, cable TV, e-mail, and/or automated phone systems phone tree. *Visitors and concerned parent/guardians attempting to come into a school may only complicate the response by school personnel and emergency providers.*