

CROTON HARMON SCHOOL DISTRICT

CARRIE E. TOMPKINS ELEMENTARY
SCHOOL

PARENT HANDBOOK

Stephen Walker
Superintendent

Kerri Bianchi
Principal

Craig Campanaro
Assistant Principal

**CET
REACHING
To Be Our Best Selves**

CET Parent Handbook

Table of Contents

Non-Discrimination Statement/Title IX Summary	1
Essential Partners	2
Student Dress Code	3
Clothing	3
Prohibited Student conduct	3
Disciplinary Penalties, Procedures and Referrals	4
Consequences	4
Teacher Disciplinary Removal of Disruptive Students	5
Discipline of Students with Disabilities	5
GENERAL INFORMATION	
School Office and Telephone	5
Dismissal	5
Early Dismissal and Other Dismissal Changes	5
Morning Arrival	6
School Closings	6
Attendance Procedures	6
Lunch Procedures	7
Transportation	7
Visitations	7
Birthday Guidelines	7
Placement of Students in Classes	8
Kindergarten	8
CURRICULUM AND INSTRUCTION	
English Language Arts	8
Math	8
Science	9
Social Studies	9
Music	9
Art	9
Physical Education	9
Library	9
Computer Lab	9
HOMEWORK POLICY	10
ASSESSMENT AND EVALUATION	
Standardized Tests	10
Report Cards	11
Parent - Teacher Conferences	11
ADDITIONAL SERVICES AND PROGRAMS	
Health Services	11
Psychologist	12
Speech	12
English as a Second Language	12
HOME SCHOOL COMMUNICATION	
Parent Information Center	13
Newsletters	13
CET Website	13

Non-Discrimination Statement

The Croton-Harmon Union Free School District shall not discriminate in its programs and activities against or in favor of any student, employee, or applicant on the basis of legally protected classes, such as, but not limited to: race, color national origin, creed, religion, marital status, sex, age, sexual orientation, genetic information, gender identity, gender expression, predisposing genetic characteristics, physical or mental disability, weight, use of a guide dog, hearing dog, or service animal as appropriate, pregnancy and related medical condition, cancer-related condition, military work or status, disabled or Vietnam-era veteran status, domestic violence victim status, or any other basis protected under law. For more information, see Board of Education Policy 0100.

Title IX Summary

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in federally funded education programs and activities. Title IX provides, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

What is covered by Title IX?

- Complaints of sex discrimination, including sexual harassment, sexual violence, and other sexual misconduct
- Complaints of retaliation for reporting any form of sex discrimination
- Concerns related to gender identity or gender expression
- Issues related to education opportunities
- Issues related to pregnancy or parenting status

Who can students go to, to report harassment or a Title IX concern?

Principal, School Counselors, School Psychologist, Teachers (any adult)
Dignity for All Students Act (DASA)/Title IX Coordinator - [Ms. Kerri Bianchi](#)

How do I file a Title IX complaint?

Written complaints may be made using the [Bullying/Harassment Report Form](#) or complete the [Sexual Harassment Complaint Form](#) or by letter mailed to:

Dignity for All Students Act

New York State's **Dignity for All Students Act** (DASA) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The Dignity Act takes effect on July 1, 2012.

The Dignity Act states that NO student shall be subjected to harassment by District personnel or students on school property or at a school function. The Dignity Act also states that NO student shall be subjected to discrimination by District personnel or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

The goal of the Dignity Act is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed.

All public elementary and secondary school students have the right to attend school in a safe, welcoming, considerate, and caring environment.

ESSENTIAL PARTNERS

A. Parents – All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school healthy, rested, and ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer issues.
11. Inform teachers/school officials including transportation officials of changes in the home situation that may affect student conduct or performance.
- 12. Parents are asked to contact the classroom teacher first regarding any educational concerns. If a satisfactory resolution is not achieved, then the parent and teacher should contact the school Principal.**
13. Provide a place for study and ensure homework assignments are completed.
14. All parents are expected to maintain integrity and confidentiality of individual student issues when visiting or volunteering in the school.

B. Teachers – All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. course objective and requirements
 - b. marking/grading procedures
 - c. assignment deadlines
 - d. expectations for students
 - e. classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. Psychologists and Counselors

1. Assist students in coping with peer issues and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Encourage students to benefit from the curriculum and extracurricular programs.

D. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

STUDENT DRESS CODE

1. Clothing, footwear and accessories must be safe and must not distract or interfere with the educational process. Sneakers with wheels and flip-flops are not permitted.
2. Vulgar, suggestive and revealing attire are not permitted in school.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.

CLOTHING

You should label your child's outer clothing and sweatshirts. If you lose something, be sure to check with the **Lost and Found** located outside the Multipurpose Room.

Children should not wear their outer clothing, such as a coat and boots, in the classroom. Hats (including baseball caps) are not allowed to be worn inside the building. Sneakers should be worn on scheduled P.E. days.

PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard of the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these rules will be required to accept the penalties for their conduct.

A. Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Engaging in any willful act, which disrupts the normal operation of the school community.
5. Computer/electronic communications, misuse, including any unauthorized use of computers, software, or Internet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.

C. Examples of disruptive conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

D. Examples of violent conduct include but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.

E. Examples of conduct that endangers the safety, morals, health or welfare of others include but are not limited to:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false statements/name calling about a person or group.
4. Discrimination, which includes a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex as a basis for treating another in a negative manner.
5. Harassment, which includes an action or pattern of actions or statements directed at a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex which are intended to be, or would be perceived as ridiculing or demeaning.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Selling, using or possessing obscene material.
8. Smoking or the possession of illegal substances.
9. Gambling.
10. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
11. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive.

CONSEQUENCES

Students who are found to have violated the district's code of conduct may be subject to the following consequences, either alone or in combination. The school personnel identified after each CONSEQUENCE are authorized to impose that consequence, consistent with the student's right to due process.

1. Oral warning – any member of the district staff
2. Written warning- Teachers, Assistant Principal, Principal, Superintendent
3. Referral to building Administrator-Bus Drivers, Lunch Monitors, Teachers
4. Notification of Parent-teachers, Assistant Principal, Principal, Superintendent
5. Loss of Privilege – Teachers, Principal, Assistant Principal
6. Suspension from transportation – Director of Transportation, Principal, Superintendent

7. Suspension from social or extracurricular activities – Principal
8. Suspension of other privileges – Principal
9. In-School Suspension – Principal
10. Removal from classroom by teacher – teachers, Principal, Assistant Principal
11. Short-term (five days or less) suspension from school – Principal

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. The Principal may require the teacher who ordered the removal to attend the informal conference if requested by parents.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

GENERAL INFORMATION

School Office and Telephone

The Carrie E. Tompkins Elementary School is open from 7:45 a.m. to 3:45 p.m. The school may be contacted by telephone during the above hours by calling 271-5184. Messages for staff members may be left on their voice mail.

Please do not enter the front driveway during arrival (7:50 – 8:25) and dismissal (2:10– 2:45). Handicapped parking is available in the front driveway by the kindergarten entrance and also in the back of the school between the gym and library.

Dismissal

Walkers are dismissed at 2:25 p.m.
Bus riders leave CET at approximately 2:35 p.m.

Please input all dismissal information into Pick Up Patrol (PUP).

Please use the front driveway when dropping off your child once school is in session. Parking for visitors is in front of the school on Gerstein Street or in the lots near the Kindergarten wing and District office. Please be mindful of parking at dismissal time. Buses are in the front circle from 2:15-2:45 for dismissal.

For safety reasons, only students in grade 3-4 may be dismissed as walkers.

Early Dismissal & Other Dismissal Changes

Students who are to be excused early or have a change in their regular dismissal procedure must make the appropriate change in Pick Up Patrol (PUP). All bus changes must have prior approval from the Transportation Department. Parents cannot make bus changes in PUP without approval from Transportation. Any change to dismissal must be made in PUP by 12:00 PM.

Students being dismissed early are to be picked up and signed out at the Welcome Center. Your child will meet you at the Welcome Center. **Early dismissal needs to occur before 2:00pm.**

Morning Arrival

All students are encouraged to ride the bus. Busses drop students off between 8:00 am and 8:15 am. Students should go directly to their classrooms. For safety reasons, children should not be dropped off before 8:00am as there is no supervision. If you drive your child to school please drop them off at the back by the Multipurpose Room.

If a student is returning from an absence or arrives to school after 8:25 a.m., he/she should report directly to the Nurse's Office to pick up a pass.

School Closings

Delayed openings or the closing of school due to inclement weather or other emergencies will be broadcast over the following stations:

Radio

WFAS 1230 AM
WLNA 1420 AM
WHUD 100.7 FM

Television

Cable News 12

Closing and delays are communicated to parents through the district's automated K-12 Alerts system once the K-12 Alerts sheet is filled out by the parent, returned to the school and set up is complete. In addition, information is posted on the Croton-Harmon School District Website (chufsd.org) or district residents may also call 271-4793 to hear a tape recording with relevant school closing and/or delayed opening information.

Please be advised that in the event of a 2hr. delay, all morning programs at CET will be canceled (ie: band, strings, etc.). For questions or concerns regarding CAA, please contact them directly.

Attendance Procedures

Attendance will be taken at the start of each day. Any student not in class at 8:25 a.m. will be marked absent. If a student is late, he/she should report to the Nurse's office with a note before going to the classroom so the attendance can be corrected. When your child is absent, please call the CET nurse at 271-2947 before 8:45 a.m. to inform us of this absence. **This phone call is extremely helpful to us in maintaining appropriate attendance records.**

Students returning to school after being absent should report to the nurse's office before going to the classroom. They should have a written excuse explaining their absence. The school nurse will give them a slip readmitting them to school.

Excused Absences - A note from the student's parent or guardian is required by law to explain every absence from school. When no note is received, the absence is marked unexcused. The note should include the date of the absence and the specific reason for the absence. If a student is to be absent from school for an extended period of time, the school should be notified in advance, if possible.

The only acceptable excused absences are:

Sickness
Sickness or death in family
Impassable roads or severe weather
School-supervised curricular projects
Religious observance

Required to appear in court
Music lessons
Attendance at organized clinics
Quarantine
Remedial health treatment

If a student is going to absent for more than two (2) days, parents may request assignments by contacting their child's classroom teacher.

Unexcused Absences - Under the pupil attendance laws of the State of New York, removing a student from school for such things as vacations, occasional employment or other non-emergency activities is not an excusable reason for absence. These absences are unexcused and children will miss valuable instruction. Therefore, parents who choose to remove their children from school for these purposes should understand that such unexcused absences are specifically discouraged and that requests for extra planning and preparation by teachers to accommodate such absences are inappropriate and will not be honored.

Lunch Procedures

All CET students have the option of bringing lunch from home or purchasing a school lunch. The daily hot lunch option is announced each morning and the monthly menu is available on the CET Homepage. Parents are encouraged to create and maintain an account with My School Bucks to manage lunch funds. Students have 55 minutes for recess/lunch. Under the supervision of lunch aides, students may choose to eat lunch in the Multipurpose room or take advantage of our outside eating option (weather permitting).

Transportation

Students are expected to behave in an orderly and safe manner and misconduct on the bus may result in the loss of transportation privileges. **Students are not to change buses unless a written request is made to the Supervisor of Transportation. Change is allowed only on a permanent basis for childcare purposes. Changes are not allowed for play dates. Only students eligible for transportation may use the school buses.**

Visitations

Parents and others who want to visit CET must arrange an appointment through the Main Office.

Parents may not deliver clothing, books, lunches, etc. to the classroom during school hours. These items should be left at the Welcome Center and we will deliver these items to the classrooms. All visitors, including parents, are to go directly to the Welcome Center when entering school, sign in with proper photo ID, and wear a Visitor's Pass. Visitors are not permitted to go directly to classrooms.

Children other than those enrolled in CET, who wish to visit, must have prior approval of the building principal.

Birthday Guidelines

As revised by Building Planning Council in December 2016.

Birthdays are announced each morning over the public address system. Children receive a birthday pencil in celebration of their special day.

All Grades will have individual celebrations on or around the child's birthday as arranged with your child's teacher.

Summer birthdays will be celebrated at the end of the year or as arranged by your child's teacher.

While we recognize the importance of birthday celebrations, we also need to adhere to the District's Wellness Policy as well as maintain classroom instruction.

Please remember:

- All celebrations are to remain within the classroom. In order to avoid the disruption of instructional time in other classes, children will not be permitted to distribute food items to faculty and staff.
- Parents are asked to drop off birthday snacks at the Welcome Center in grades K-4.
- Please limit Birthday celebration items to an individual treat for each student, a drink (cups if necessary) and napkins/plates.

Placement Of Students In Classes

Teachers on each grade level make recommendations to the principal, regarding the placement of children in classes for the following year. Placement is based on the student's academic records and teacher judgment covering: teaching style, learning style, ability and accomplishment, boy/girl balance, etc. **It is not appropriate to request specific teachers by name. Requests for a specific teacher will not be honored.** The decision for each child's placement is the responsibility of the building principal along with consultation with the staff.

Kindergarten

A child may enter kindergarten in September if he/she is five on or before December 1st.

Registration - Registration will be held in the month of February for all children who will be eligible based on their date of birth to enter kindergarten the following September. Parents are requested to submit a birth certificate as proof of the child's age and appropriate immunization records as well as proof of residence as required by the district. Further information regarding registration may be obtained by calling the Main Office (271-5184).

CURRICULUM AND INSTRUCTION

English Language Arts

The CET Reading/ English Language Arts Program was established to help meet the literacy needs of individual students at the elementary level. Spurred by the belief that children who learn to read well in their early years continue to be more successful learners throughout their school careers, a 90 minute block of time is scheduled for reading and language arts at each grade level. This block of time is considered "sacred time" which is not to be interrupted. One hour is devoted to reading instruction in a workshop model that incorporates FUNdations and Words Their Way. Furthermore, students may be grouped by ability and skill needs so that instruction can be geared more directly to their individual needs. The other ELA time is devoted to writing instruction in a workshop model. Students have the opportunity to study and write in different genres (i.e.: nonfiction, poetry, personal narrative).

Math

CET uses the NY State Math Modules. These Modules address the Common Core standards and are designed to help all children understand fundamental ideas of numbers and operations, geometry, measurement, fractions.

Science

SCIENCE 21 is an integrated K-6 science curriculum developed locally and regionally at the Putnam/Northern Westchester BOCES. It is a science program designed by teachers for teachers. It is linked to the *New York State Learning Standards for Mathematics, Science, and Technology*.

The program's major emphasis is on investigations that are student directed and relevant to students' everyday lives. The program's main focus is on hands-on, inquiry-based science, and math, language arts and technology are integrated at points where they fit naturally. SCIENCE 21 achieves a balance between process and content, and is supported by kits and staff development. Each grade level completes four (4) units of study.

Social Studies

The Integrated Social Studies Curriculum for grades K – 4 was developed and continues to be updated by local teachers during summer workshops. The project received its impetus from the Putnam/Northern Westchester BOCES Curriculum Council and the BOCES curriculum staff. The decision was made to use the methodology of *Backward Design* developed by Grant Wiggins and Jay McTigue, and to publish the results on the web so that the curriculum would be available to all teachers in the region. The New York State Learning Standards for Social Studies and the New York State Education Department Social Studies Scope and Sequence Content Understandings were used as a framework for unit development.

World Language

Students in grades K-4 receive a 45 minute spanish class 1x in a 6 day cycle. Spanish instruction focuses on conversational vocabulary and exposure to the culture and language.

General Music

Each student in grades K through 4 receives one 45-minute class of music instruction during a 6 day cycle. Our music teacher provides a program of music appreciation and choral singing. Students in fourth grade can join the CET Chorus, which meets on a weekly basis prior to the school day.

Instrumental Music

Students have the option of cello and violin beginning in Grade 1, and band instruments in Grade 4. Classes meet before school. Rental fees apply.

Art

In addition to many opportunities to utilize artistic skills in each classroom, CET students are scheduled for one 45-minute period a cycle with our art teacher. In the well-equipped art class, students explore their creative talents and gain artistic skills.

Physical Education

Two full-time physical education teachers provide a strong regularly scheduled program in skill development. Students attend P.E. twice in a 6 day cycle for 45 minutes. Good sportsmanship and a variety of active games are also stressed. Many of the activities correlate and stress the components of our *REACH* mission statement and instill these concepts as integral parts of all parts of our building.

Library

The library is designed for the use of all children at school. It is a facility, which offers children the opportunity to learn library and research skills, work on projects, and pursue other areas of interest including robotics and coding. Students attend library class once a cycle.

CARRIE E. TOMPKINS ELEMENTARY SCHOOL

HOMework POLICY

The positive relationship between home and school supports learning. Homework informs parents of what is being taught. It is an extension of classroom experiences. Homework also serves to foster positive attitudes about school and learning and provides more communication to parents about classroom activities.

Purposes of homework may include:

- reinforcement of what has been presented in the classroom
- development of independence and self-direction
- development of responsibility and initiative
- development of consistent work-study habits, routines and organizational skills
- helping a child budget time for long term assignments

Helping your child with homework can take the form of encouraging the behaviors noted above. It is helpful to provide a place for the child to work, which has few distractions. A well-lit table or desk, with a comfortable chair is usually best. It is also helpful to go over the assignments and prepare all necessary materials before starting the work.

Children at each grade level need a different amount of support and encouragement from parents during homework time. The resulting homework assignments inform the teacher of the child's understanding of the work so that instruction can move forward. Therefore, unless specified, please do not do the homework for your child. If your child appears to be having undue difficulty with assignments or is spending too much time completing assignments, jot a note to the teacher. Children should be encouraged to put forth their best efforts to produce quality work.

Suggested time guidelines for homework are: (average per night)

Kindergarten	No regularly assigned homework.
First	10 minutes
Second	20 minutes
Third	30 minutes
Fourth	40 minutes

For all children, reading is also part of the daily requirement. This can take the form of a parent reading to the child, the child reading to a family member, or a child reading independently.

Suggested time guidelines for reading are: (average per night)

K - 2	15 - 20 minutes
3 - 4	20 - 30 minutes

**If there are any questions or concerns about homework, please call or send the teacher a note.

ASSESSMENT AND EVALUATION

Our school is committed to evaluating student progress over time in a variety of ways, including standardized tests and performance based assessments.

Standardized Tests

Students in grades 3 and 4, are required to take the New York State English Language Arts Exam, and the

New York State Mathematics Exam. These tests assess student performance in the areas of reading, writing, comprehension, writing in response to reading, problem solving, and basic math skills. The ELA and Math assessments are given in the spring. These are computer based tests and have no time limit for completion of each session. The results provide information as to how well the student performed in relation to the New York State Learning Standards.

Testing and Assessments

The students at CET are being assessed regularly by their classroom teacher and support staff. These assessments may take many forms including observation, running record, teacher made tests, informal reading inventory, etc. Assessments are integrated into the learning process in order to allow teachers to determine how well their students are applying what they are learning. In addition, each student takes the STAR Assessment, a computer based assessment, in ELA and Math three (3) times per year.

Report Cards

Report Cards are distributed to parents twice during the year - January and June. The report card will give parents information as to how the child is growing and performing in class.

Parent - Teacher Conferences

During the school year, in November and April, appointments will be made for conferences between parents and teachers. The conference is an opportunity for parents and teachers to discuss the child's progress and to set goals for continued learning. Both day and evening times will be available. Teachers also set up additional conferences throughout the year on an as needed basis.

ADDITIONAL SERVICES AND PROGRAMS

Health Services

In the event of a serious injury or illness of a child at school, the nurse will give first aid and will notify the parent. Parents should be sure to keep the school's Student Information System (Infinite Campus) up-to-date with all of their contact information: home, cell and work phone numbers. At least one emergency contact should also be provided; this person should live within a 20 minute drive of the school. Prompt pick-up of ill and injured students is appreciated.

In case of an accident involving medical attention, the injured student is covered by insurance during school hours, on the way to school or returning from school, and during school functions. However, medical coverage must go through personal insurance first. Since this policy does not give complete coverage, we suggest that you check with the school nurse immediately in the event of an accident involving your child.

The school may excuse or limit a student from Physical Education for several days. However, for a longer period, a note must be obtained from a medical doctor.

Medications may only be administered by the school nurse with written orders from a medical doctor as well as signed permission from the parent. New York State law requires that all medications be provided to the nurse in the original prescription or over-the-counter packaging. All medications must be hand-delivered to the school by an adult; not sent in with the student. Students are not allowed to carry any medications (not even over-the-counter remedies such as cough drops or Lactaid pills) without specific doctor orders stating they can carry and self-administer this medicine.

Please note that school nurses are forbidden by NYS law to administer any medicines, including over-the-counter medicines, without the written order of a medical doctor.

A physical examination is required of students in kindergarten, grades 1 and 3, and for all new students. Physical examinations must be provided on the Required New York State School Health Examination Form. Physical examinations must be conducted by a NYS medical provider or by an out-of-state provider that is located within 25 miles of the NYS border. Physical examinations must be dated within 12 months of the first day of school for them to be valid and should be submitted by October 15th of that school year.

Hearing and vision screenings are given to all new students as well as to students in kindergarten and in grades 1 and 3. Parents will be notified advising professional evaluation when necessary.

New York State Public Health Laws require that all children be immunized to attend public school. Parents must provide proof that their children have received all required immunizations. Immunization Certificates must be signed by the child's doctor. Any medical exemptions must have the appropriate paperwork completed. NYS no longer accepts religious exemptions for immunizations.

The following are the required immunizations for kindergarten through Grade 4:

- 5 doses of DTaP (or 4 or 3, depending on age of child at certain doses)
- 4 doses of Polio (or 3, depending on age of child at the third dose)
- 3 doses of Hep B
- 2 doses of MMR
- 2 doses of Varicella

Please be advised that under this law, your child can be excluded from school if proper documentation of immunizations hasn't been provided to the school nurse.

All absences and latenesses must be reported to the school nurse prior to the start of the school day. All students arriving to school late must stop in at the nurse office for a Late Pass before going to their classroom.

Psychologist/School Counselor

Students are referred to the school psychologist or school counselor by the classroom teacher, principal or parent to gather additional information to help the child learn and adjust to the school environment. Counseling services are provided through mandates or as needed.

Speech

A speech and language teacher provides instruction to students with language deficits and speech defects. Children are referred for this service by their classroom teacher, parents, other staff members, or the building principal. Speech requirements may also be part of a student's IEP.

English Language Learners

The school district provides the services of an ELL teacher to assist students whose primary language is other than English to become proficient in the English language. Special instruction for these children, in conjunction with the regular classroom work, will allow students to master English while simultaneously learning their academic skills.

HOME SCHOOL COMMUNICATION

Ongoing communication between the home and school are extremely important. CET helps parents stay abreast of what's happening at school in the following ways:

Parent Square

All public communication between school and home is sent via Parent Square.

Newsletters

A weekly newsletter/update is sent by the Principal each week with valuable information about school and school related events. Each month your child's classroom teacher will distribute a newsletter, or it may be sent electronically. This will explain what is being taught in the classroom, upcoming events, and special projects.

CET Website

CET has a Website that includes current school information and activities that occur throughout the year. Please access the Croton-Harmon Schools Website (www.chufsd.org), then click on the link to CET.

If you have any questions or concerns regarding your child, please bring it to the attention of your child's teacher. If you feel your concern has not been resolved or your question remains unanswered, please contact the building administrators.