

CHENANGO FORKS
ELEMENTARY
SCHOOL
HARSHAW PRIMARY PREK - 2
PARENT HANDBOOK
2009 - 2010



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2009-2010 School Calendar



**CHENANGO FORKS ELEMENTARY
HARSHAW PRIMARY PREK - 2
2009-2010**

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LETTER FROM THE PRINCIPAL

Dear Harshaw Parent/Legal Guardian:

It is a great pleasure to welcome you to the Harshaw Primary PreK- 2 School and to the Chenango Forks Central School District. I am looking forward to meeting you and your children.

Our 2009-2010 Parent Handbook is offered to provide important information for you about our school. It is our hope that this will be a valuable reference for you. In addition, I would like to take this opportunity to personally invite you to stop in our office to see me if you have a question or simply to say hello.

I am looking forward to working with you and our excellent professional and support staff to provide the best possible educational opportunities for all of our students. May this be the beginning of many wonderful years for you in the Chenango Forks Central School District!

Sincerely,

***Kathleen Keir
Primary Principal***

WELCOME TO HARSHAW

The Early Childhood Education Program at Chenango Forks is child-centered. We believe that all children do not develop at the same rate or learn in the same manner. We pride ourselves in providing curriculum and support services to meet the individual needs of each child.

The variety of programs we offer strive to meet each child's individual educational requirements. It is important to understand that not all children are eligible for each program listed in this brochure.

PREKINDERGARTEN PROGRAM

This is a program for 4 year-olds the year before they are age eligible for kindergarten. If your child's birthday falls between December 1, 2004 and November 30, 2005, he or she may be eligible for the Chenango Forks Prekindergarten program in the Fall of 2009. Admission is determined by income guidelines prepared by the New York State Education Department. All families are encouraged to apply.

The Prekindergarten classes meet for a half-day (morning or afternoon) Monday through Friday and are limited to 18 children per class. Chenango Forks buses provide transportation to and from school.

Daily activities are provided to help each child grow intellectually, to enhance language and to develop readiness for learning. Special emphasis is placed on developing socialization skills, independence and curiosity.

For more information, call the Harshaw Office at 648-7580.

ELIGIBILITY FOR SCHOOL AGE PROGRAMS

On June 12, 1992, the Governor signed into law Chapter 198 of the Laws of 1992. This provision amends Education Law Section 3205 and clarifies the age at which a child is subject to compulsory education. The law became effective July 1, 1992.

If a child turns six years old on or before December 1, 2008, he/she **must be** in attendance in September of 2008. Parents/Legal Guardians have the option of sending children to school if they turn five years of age between December 1, 2008 and November 30, 2009.

These amendments apply to all children in New York State, whether they attend a public or private school or receive home instruction. Please note that these amendments apply only to students who fall within the compulsory school age. There is no change in Education Law Section 3202 which states, in part, "Nothing herein contained shall, however, require a Board of Education to admit a child who becomes five years of age after the school year has commenced unless his birthday occurs on or before the first of December." School officials continue to have the option to extend the kindergarten entry date for five year-olds born after December 1, but are not required to do so.

KINDERGARTEN PROGRAM -The six major goals of the kindergarten program are as follows:

1. The Development of Positive Self-Concepts

It is important that children develop feelings of self-confidence and achievement. In block building, for example, one of the by-products of the activity is the feeling of achievement when the children step back to admire the structure that they have completed. They have overcome problems of balance, proportion and design. This feeling of achievement serves to motivate children to continue their efforts and obtain higher goals.

2. **The Development of Social Growth, Self Reliance and Increased Competence in Dealing with Emotions**

Good early childhood programs provide opportunities for children to live and work together. Our program provides many opportunities for children to work and play in a structured environment. Understanding teachers inspire the children's trust and help them to deal with their strong feelings of aggression and anger.

3. **The Broadening and Deepening of Children's Knowledge of Their World**

Skilled teachers invite the children to learn about their environment in many ways. A wide variety of materials provide the children with the opportunity to observe, manipulate, experiment, and explore. Pictures, stories, field experiences, and face-to-face contact with people in various occupations help the children to gain an understanding of the world about them.

4. **The Opportunity to Grow Intellectually**

Our kindergarten program provides the children with the opportunity to observe, investigate and generalize. We use many language, math and science experiences to help children develop their own competence in thinking about their world.

5. **The Provision of Aesthetic Experience**

Many opportunities are provided for children to express themselves through various art media and to sing and move rhythmically to all kinds of music. Our children experience joy and pleasure through their own creations and the creations of others.

6. **Language Development and Readiness to Read**

The development of language: vocabulary, speaking and listening are important concepts in our kindergarten program. Skills in seeing likenesses and differences and a sense of left and right are developed. The basic concept of the sound-symbol nature of our alphabet, book reading skills, writing, speaking, and listening are emphasized. These are some of the skills upon which readiness to read are based.

MATHEMATICS

The kindergarten mathematics program used is "Investigations in Number, Data, and Space. Kindergarten units of study: Mathematical Thinking in Kindergarten (Introduction); Pattern Trains and Hopscotch Paths

(Exploring Patterns); Collecting, Counting, and Measuring (Developing Number Sense); and Counting Ourselves and Others (Exploring Data).

MATERIALS

A variety of materials, equipment and supplies are necessary for children to develop at the kindergarten level. Through the use of materials and equipment, the large and small muscles are developed leading to better coordination. All kindergartners have access to the following: building blocks, games, puzzles, pegs, pegboards, balls, floor toys, paper, pencils, crayons, paint, clay, chalk, scissors, and picture books.

Supply List for Kindergarten

Crayons

Washable markers

Tissues

3 glue sticks and one bottle of glue

2 folders

1 pair of blunt scissors

If the purchase of the needed supplies presents a financial burden for you, please contact our guidance counselor, Mr. Eric Sutton at 648-7525.

SUGGESTIONS

- We encourage you to send your child on the bus the first day. Visits to the classroom are encouraged after the first month of school, but not at first. This will give the teacher an opportunity to help your child adjust to the school environment. If you would like to visit your child's classroom, please call the teacher to schedule an appointment.
- A pair of sneakers should be worn on physical education days. Sneakers should be such that the child can put them on without help. Help with tying is given when needed.
- **We find that different children have similar articles of clothing such as shoes, boots, sneakers, sweaters, and coats. Please make a special effort to put his/her name in these articles before they are brought to school for the first time. This will make it possible for us to match articles of clothing with your child.**
- Make sure your child is dressed for outdoor play, as we play outside daily. If the weather is inclement, supervised indoor recess is provided; otherwise children are expected to participate in outdoor recess.
- Provide boots large enough so that your child can put them on and take them off easily.

Our primary approach to language and literacy is an integrated approach to teaching the language arts. The instructional framework consists of a number of contexts that provide generous amounts of authentic reading and writing opportunities. A key principle of instruction is that students engage in meaningful experiences that range from a high level of teacher support to independence.

There is an integration of reading, writing, listening, and speaking skills. Phonics and other reading strategies are structured into the program. Inventive spelling is encouraged to begin the writing process. Conventional spelling develops gradually as the child progresses through the year and into second grade.

The mathematics program used is “Investigations in Number, Data, and Space. First grade units are: Mathematical Thinking at Grade 1; Building Number Sense (The Number System); Survey Questions and Secret Rules (Collecting and Sorting Data); and Quilt Squares and Block Towns (2-D and 3-D Geometry).

The other subject areas we cover in a variety of ways are social studies, science, and health. The themes for social studies center on the seasonal and legal holidays, current events, and appropriate social skills. The themes for science center on animals, plants, environment issues, and physical science units. The themes for health center on the human body, health care, cleanliness, nutrition, and safety.

MATERIALS

A variety of materials, equipment and supplies are necessary for children to develop at the first grade level. Through the use of materials and equipment, the large and small muscles are developed leading to better coordination. All first graders have access to the following: building, blocks, games, puzzles, balls, floor toys, paper, pencils, crayons, glue, paint, clay, chalk, scissors and picture books.

Materials for First Grade

- box of 24 crayons (We recommend Crayola.)
- #2 pencils - Children will be responsible for supplying their own #2 pencils throughout the year.
- Pencil box
- 1 pencil eraser (put name on in ink)
- box of tissues

If the purchase of these materials presents a financial burden, please contact our guidance counselor, Mr. Eric Sutton, at 648-7525.

SECOND GRADE

Our primary approach to language and literacy is an integrated approach to teaching the language arts. The instructional framework consists of a number of contexts that provide generous amounts of authentic reading

and writing opportunities. A key principle of instruction is that students engage in meaningful experiences that range from a high level of teacher support to independence.

You can help to enhance your child's school year and participate in your child's education by:

- 1) reading to and with your child.
- 2) joining a library to expose your child to good literature.
- 3) setting up a learning environment at home to reinforce skills taught at school.
- 4) talking with your child and asking about his or her school day.
- 5) looking over your child's work and all school correspondence.
- 6) encouraging and praising your child.

We want what is best for your child. Together we can work towards accomplishing this task.

MATHEMATICS

The mathematics program used is "Investigations in Number, Data, and Space. Second grade units are: Mathematical Thinking at Grade 2 (Introduction); Coins, Coupons, and Combinations (The Number System); Does It Walk, Crawl, or Swim? (Sorting and Classifying Data); and Shapes, Halves, and Symmetry (Geometry and Fractions).

Materials for Second Grade

- #2 pencils - children will be responsible for supplying their own #2 pencils throughout the year.
- 1 box of 24 Crayola crayons
- 1 glue stick and 1 4 oz. bottle of glue
- 1 eraser

Children will be responsible for maintaining a supply of the above throughout the year.

- 1 box of tissues - to be collected by the teacher and opened one or 2 at a time to be shared with the whole class.

If the purchase of the above materials presents a financial burden for you, please contact our guidance counselor, Mr. Eric Sutton at 648-7525 or your classroom teacher.

ACCELERATED READER – Second Grade

The Accelerated Reader is an easy-to-use computer-based tool that inspires kids to read more and better books. Teachers everywhere agree that without basic literary skills, children just can't learn. The better their

reading and comprehension skills, the better they do in other subjects as well. But when you're competing against distractions like TV and video games, how can you teach your students to love books? Just turn to the Accelerated Reader, an innovative, classroom-proven program.

The Accelerated Reader combines the best in children's literature with intuitive software that tests comprehension. The software also manages all student records and reliably tracks reading performance. The Accelerated Reader is easier than ever to use. It's based on three simple steps that form the foundation for self-paced, individualized reading. Each student selects his or her own reading material, then reads at a comfortable pace. With the book completed, the student works through a computerized multiple-choice test. The program provides an instant score and immediate reinforcement in a way that's both encouraging and fun. The Accelerated Reader offers many proven benefits to students from various backgrounds and at all reading levels.

Motivates Students to Read More and Better Books: The Accelerated Reader's scientifically designed reading point system establishes a clear program of goals and recognition that motivates students to read more. Students are recognized for improving the quality and difficulty level of their reading. With that encouragement, they eagerly tackle more challenging works.

Improves Reading Scores: A growing body of research indicates that Accelerated Reader children show faster growth in reading achievement than other students. The lower the student's reading ability when he or she starts with the program, the greater the improvement.

Provides for Authentic Assessment: Instead of providing a periodic "snapshot" of achievement, the Accelerated Reader's regular testing offers both teacher and student a continuous, accurate stream of information on student reading behavior.

Builds Higher-Order Thinking Skills: As students move through their reading, they naturally begin to develop critical thinking skills such as evaluation, synthesis, and application. Their increased, attentive reading forms a foundation for discussions, dramatizations, and other activities.

Maximizes Teacher Effectiveness; Saves Time: The Accelerated Reader systematically tracks student performance, leaving you more time to focus on other tasks. Further, you can be more creative with students' written responses to books, because you need not rely on book reports to verify reading practice and comprehension.

In second grade we honor students for their achievements in Accelerated Reader! When the children earn 25 points and then 50 points they receive a special honor at Morning Program for joining the 25 Point Club and the 50 point Club.

AM/PM ENGLISH LANGUAGE ARTS and MATHEMATICS

A before school and after school ELA program is offered to recommended students that are making good progress and are good readers but could use some additional help particularly in the areas of comprehension and writing. If your child is recommended for this program you will be notified by your child's classroom teacher or academic intervention teacher with the details of the program.

LESLEY UNIVERSITY LITERACY COLLABORATIVE OVERVIEW AND FRAMEWORK

The Lesley University Literacy Collaborative is a comprehensive model for school reform provided as collaboration between Lesley University and elementary schools. It is a long-term professional development program designed to provide a school-wide approach to literacy instruction in the elementary grades. The goal

of the program is to assure successful literacy achievement for every child. Harshaw Primary is a Literacy Collaborative School.

Teachers implementing Literacy Collaborative use an integrated approach for teaching the language arts. The instructional framework used at both the primary and intermediate levels consists of a number of contexts that provide for massive amounts of authentic reading and writing. A key principle of instruction is that children should engage in meaningful experiences that range from a high level of teacher support to independence.

At the primary grades the instructional framework includes the following contexts for reading and writing:

- Reading Aloud to Children
- Shared Reading
- Guided Reading
- Independent Reading
- Language Experience/Shared Writing
- Interactive Writing
- Writing Workshop
- Independent Writing
- Phonics and Word Study

These elements are:

- Connected through the systematic study of letters, words and how they work
- Integrated through themes and extensions
- Assessed through documentation of progress and
- Linked to families through home and community involvement

Literacy Collaborative helps schools achieve successful literacy education four ways:

- 1. Literacy Collaborative provides a dynamic model for teaching** primary children that is organized around child-centered, language-based and process-oriented learning, as well as research-based methodologies while focusing on the more complex reading, writing and oral language skills/strategies required by children in grades 3-6. In addition, Literacy Collaborative assures an efficient, effective safety net for the lowest achieving first graders by requiring Reading Recovery, along with other high quality interventions, as a part of the comprehensive approach.
- 2. Literacy Collaborative creates in-school leadership** through the development of a school-based planning team at the primary and intermediate levels and the training of a primary level and an intermediate level literacy coordinator.
- 3. Literacy Collaborative establishes long-term professional development** for every member of the elementary teaching staff. The primary literacy coordinator provides a yearlong initial professional development course of 40-50 hours for the primary grade staff and in subsequent years, the primary staff continues with monthly on-going professional development; a similar process for professional development is instituted for teachers of the intermediate grades.
- 4. Literacy Collaborative collects data** on the reading and writing achievement of all children each year. In order to provide systematic assessment of student progress and promote reflective practice in the school, both individual and group results are collected and analyzed.

MATHEMATICS “ Investigations in Number, Date, and Space”

“Investigations in Number, Data, and Space” is a K-5 mathematics curriculum developed under a grant from the National Science Foundation. The Investigations curriculum offers in-depth experiences in number, data, geometry, and the mathematics of change. The following aspects of the curriculum ensure that all students are included in significant mathematical learning by:

- Spending time exploring problems in depth
- Finding more than one solution to many problems
- Developing their own strategies and approaches, based on their knowledge and understanding of mathematical relationships
- Choosing from a variety of concrete materials and appropriate technology, including calculators, as a natural part of their everyday mathematical work
- Expressing their mathematical thinking through drawing, writing, and talking

Each grade level is organized into units that involve students in the exploration of major mathematical ideas, and may revolve around two or three related areas-for example, addition and subtraction or geometry and fractions.

MORNING PROGRAM

Each class at Harshaw Primary attends Morning Program from 9:05 – 9:25 twice during the 6-day cycle. Children will attend morning program on either day 2 or day 4 with their classmates. On day 6 the entire Harshaw School will attend morning program to celebrate as a school community. Parent/Legal Guardians are welcome and encouraged to attend. Each month you will receive a calendar of events and a newsletter.

Philosophy of Morning Program . . . We believe that academic success in school is closely linked to a student's self-concept. Therefore, starting the school day together on a positive note will instill in each student good feelings about school, themselves, and each other.

Academics, values and attitudes, with interaction between students, staff, and our community, will be the basis of Morning Program. It is our purpose to develop positive values and behaviors through a variety of activities fostering the attitude that we belong and can make a difference.

Goals of Morning Program . . .

- Children participating in Morning Program will be happier about school and motivated to learn.
- Children participating in Morning Program will feel that they are an important part of our school and community.
- Children participating in Morning Program will take pride in their surroundings – whether they are in a classroom, school, home or community.
- Children participating in Morning Program will develop confidence and self-esteem.
- Children participating in Morning Program will be exposed to a variety of positive values.

Harshaw's Golden Rules . . .

1. **Be kind, be safe, be happy.**
2. **Let others work and learn without being disturbed.**

Harshaw Song – “*Hat's off to Harshaw*”

Words by Mrs. Mary Collins Music by Mr. Rahn Lawton

Hats off to Harshaw, we are the best.
You do the teaching, we'll do the rest.
We learn to be caring and curious, it's true-
Confident, knowledgeable, and understanding too.
So stand up and cheer for our community.
We'll keep on working for our society.
We'll put a smile on every face
and
Make this a better place.

READING INTERVENTION PROGRAM - Individualized Reading Intervention (IRI)

The Reading Recovery teachers offer this service to first grade students. Inclusion into the program is based upon the child's performance on the Reading Recovery Observation Survey and teacher recommendation. The program strives to improve reading strategies to ensure that the children become proficient, fluent, and comprehending readers. The child's teacher notifies the parents of inclusion and discontinuance.

READING RECOVERY PROGRAM

Reading Recovery is an early intervention program for young readers who are in their first year of reading instruction (first grade). In the Reading Recovery program, children receive individual daily lessons from a specially trained teacher. Reading Recovery was developed by New Zealand educator and psychologist Dr. Marie M. Clay, who conducted observational research in the mid-1960's that enabled her to design techniques for detecting early reading difficulties of children. Approximately 229,000 children have benefited from Reading Recovery since its introduction to North America in 1985. Almost 82 percent of the children who have completed a Reading Recovery program have become independent readers. Children are selected for the program based on authentic measures of assessment and teachers judgement. Their regular classroom instruction is then supplemented with daily one-to-one 30-minute lessons for 12 - 20 weeks. Instruction continues until the children can read at or above the class average and have demonstrated the use of independent reading and writing and "Count on Math" strategies. The student is then "discontinued" from the program providing the opportunity for another child to enter this program.

ROCKET INTO READING – SUMMER PROGRAM

As a part of our summer enrichment program Rocket into Reading and "Count on Math" classes are offered to recommended students.

GENERAL INFORMATION

AFFILIATIONS WITH HIGHER EDUCATION

During the school year, the CF School District partners with local colleges and universities to assist in providing ongoing training for future educators. As part of this partnership, students from the colleges and universities may periodically visit our classrooms for the purpose of observing the classes as a whole.

If you require more information regarding this partnership, please contact the building principals.

ASSESSMENT PROGRAM

The Brigance Pre-School and Kindergarten assessment is administered in the fall and spring to our Prek students. Results of the assessment are reported to parents.

The Observation Survey is utilized in September and May of the kindergarten year. The Observation Survey allows the school to ascertain the child's current level of English Language Arts development. The following six measures comprise the Observation Survey which is administered individually:

1. Letter Identification. The child is asked to identify 54 different characters, including upper and lower case letters and conventional print for "a" and "g".
2. Word Test. The child is asked to read a list of 20 words drawn from the words used most frequently in early reading material.
3. Concepts about Print. The child is asked to perform a variety of tasks during a book reading. These tasks, presented in a standard situation, check on significant concepts about printed language, such as directionality and concept of word.
4. Writing Vocabulary. Within a 10-minute period, the child is asked to write all the words he/she knows. The score on this measure is the number of words written accurately.
5. Hearing and Recording Sounds. The child is asked to record word by word the sounds heard in a sentence that has been read. This measure indicates the child's ability to both hear and record sounds in words.
6. Text Reading Level. Measures of text reading level are obtained by constructing a gradient of text difficulty, then testing for the highest level read with accuracy of 90% or better. Levels are drawn from a basal reading system that is not part of Reading Recovery instruction.

Parents are notified by letter of their child's current level of English Language Arts development in June of their kindergarten year.

The Developmental Reading Assessment (DRA) is utilized in May of kindergarten and in September, February, and May of the first and second grade year. The DRA's are conducted during one-on-one reading conferences as children read specially selected assessment texts. Refer to Appendix E for the chart of benchmark reading levels.

Students in First and Second grade are given a comprehensive mathematics assessment in the fall, spring, and at the end of the school year. These assessments are aligned to the NYS Mathematics curriculum and the results are incorporated into the math section of each child's progress report. Students who score below an established benchmark are further evaluated to determine services needed.

The prek, kindergarten, first grade, and second grade teachers also report progress to you during November/December, March and in June.

BEFORE SCHOOL AND AFTER SCHOOL CHILD CARE (HEARTS AND HANDS, INC.)

Hearts and Hands, Inc. - is an independent, New York State Office of Children and Family Services registered, non-profit, school-age childcare program that serves the families of the Chenango Forks School District. Hearts and Hands, housed in the Harshaw Primary wing of the Chenango Forks Elementary School, is open to students in kindergarten to age 13. The program is offered through the school year in two sessions. There is morning care from 6:30 a.m. to 8:30 a.m., and after school care from 2:45 p.m. to 6:00 p.m., Monday through Friday. Full and half-day care is offered on select holidays, and district conference and in-service days. Hearts & Hands also offer a summer program.

Hearts and Hands, Inc. is a non-profit organization, independent of, but exclusively serving the Chenango Forks School District. The program is funded by family fees and fundraising. There is an annual registration fee of \$15.00 per child, or \$25.00 per family. Financial assistance is available through the New York State Office of Children and Family Services. For program information call Hearts and Hands at (607) 648-8067.

*** NOTE: Fees may be subject to change.

COMPUTERS

Computers are available for student use in the classroom, library, and computer lab. Technology is used to support and enhance the children's studies. Technology is a tool to teach students; to improve student learning, and to help the teacher address different learning styles of the students.

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DISCIPLINE

Discipline in the Harshaw Primary takes many forms. The goal of our discipline practices is directed at changing behavior and not intended to be punitive.

The classroom teacher does the majority of discipline work. The underlying tenets of our discipline strategies is to have the child identify and admit to the inappropriate behavior and to use their words instead of fists to settle their disputes.

From time to time the principal may be involved. This occurs when the classroom teacher has exhausted his/her strategies in the classroom. The building principal may involve the parent if the situation warrants this. A letter, phone call or meeting may occur to make the parents aware of the situation.

PARENTS PLEASE NOTE: We must work as a team to effect change. When we involve you to help us with discipline we are not making judgements regarding your child's character or your abilities as a parent. We are asking your help to help your child grow. Also for your information the Chenango Forks School District Code of Conduct (Plain Language Version) follows.

DRESS CODE: FOOTWEAR

It is important to wear the proper footwear to school. Flip-flops, sandals, and open toe shoes often lead to stubbed toes, blisters, slivers, as well as to injuries on the playground and in going up and down the stairs during the day. In addition, skates or “wheelie” sneakers are not permitted at any time inside the school building.



Please remember that sneakers or closed toe footwear are still the safest and recommended choice for your children to wear to school everyday.

PLAIN LANGUAGE VERSION CODE OF CONDUCT

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Code of Conduct

The following Chenango Forks Student Discipline Code is being made available to all parents and students of the Chenango Forks School District in accordance with the regulations of the Commissioner of Education, Part 100. If there are questions or concerns regarding this Student Discipline Code, please feel free to contact the

school at any time. The Student Discipline Code was formally adopted by the Board of Education on November 14, 1985 and took effect on January 1, 1986.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for 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 best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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 school rules will be required to accept the penalties for their conduct.

A student may be subject to disciplinary action, up to and including suspension from school, in relation to the following:

(a) Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. (Alcoholic beverages shall mean and include alcohol, spirits, liquor, wine, beer and cider having alcoholic content.) "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs," or any instruments for the use of such drugs, controlled substance or marijuana such as a pipe, syringe or other paraphernalia, while on school premises (including buildings or grounds) or on a bus going to or from a school function or school-sponsored function. Excepted is any drug taken in accordance with a current prescription signed by a physician which is to be taken by the particular student at the time in question.

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- (b) Stealing, lying, cheating, plagiarism or other acts of dishonesty.
- (c) Verbal or physical intimidation.
- (d) Fighting or causing physical harm to another.
- (e) Disrespect toward a teacher, administrator, or other school employee.

- (f) Possession or use of a weapon, which constitutes a firearm or destructive device, on school premises or at a school function. School premises include school grounds, school buildings, or a school bus.
- (g) Possession or use of knives or other weapons not included in section (g) on school premises or at a school function. School premises include school grounds, school buildings, or a school bus.
- (h) Failure to comply with the directions of a teacher, administrator or other school employee.
- (i) Engaging in acts of sexual harassment as defined in the district's sexual harassment policy.
- (j) Using in either words, clothing, or signs, profane, lewd, vulgar, abusive language or words, which may incite or offend another person.
- (k) Selling, using or possessing obscene material.

- (l) Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- (m) Lateness for, missing or leaving school or class without permission or an excuse given by a faculty member.
- (n) Any willful act which disrupts the normal operation of the school community.
- (o) Smoking or possession of a cigarette, cigar or pipe, or using chewing or smokeless tobacco on school premises (including buildings or grounds) or on a bus going to or from a school function or at a school-sponsored function. Possession of lighters, match books, stick matches or other similar instruments.
- (p) Disrupting the educational process.
- (q) Interfering with the teacher's authority over the classroom.

- (r) Acting as a violent pupil.
- (s) Vandalizes school property or the property of a student or staff member.
- (t) Violates the civil rights of another student.
- (u) Violates the district's dress code.
- (v) Engaging in 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. The range of penalties which may be imposed for the conduct set forth above is as follows:
 - (1) Verbal warning;
 - (2) Written warning;
 - (3) Written notification to parent;
 - (4) Probation;
 - (5) Reprimand;
 - (6) Confiscation of electronic devices until the student's parent/guardian retrieves the device from the building administrator or his/her designee;
 - (7) Detention;
 - (8) Suspension from transportation;
 - (9) Suspension from athletic participation;
 - (10) Suspension from social or extracurricular activities;
 - (11) Removal from Classroom by teacher;
 - (12) Alternate Instruction (In-School-Suspension);
 - (13) Short-term (five days or less) suspension upon instruction;
 - (14) Long-term (more than five days) suspension from school;
 - (15) Permanent suspension from school.

When the student repeatedly is substantially disruptive of the educational process (p) or substantially interferes with the teacher's authority over the classroom (q), or is violent (r) the minimum period is suspension upon instruction for five school days as well as suspension from athletic participation and social or extracurricular activities for the period of suspension upon instruction. The suspending authority may reduce the period of suspension as specified in this paragraph for good cause shown, on a case by case basis, in a manner consistent with state or federal law. Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school at least five days unless otherwise determined by the superintendent.

“Repeatedly substantially disruptive” means engaging in conduct that results in the student being removed from the classroom pursuant to Education Law §3214 and this code on multiple occasions.

Any suspension from attendance upon instruction for violation of any section may be imposed only in accordance with Education Law § 3214(3).

The type and extent of punishment for violations of all sections except section (g) and beyond the minimum in relation to sections (p), (q), and (r) shall be determined by the building principal or superintendent. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student.

In accordance with the Gun-Free Schools Law (20 U.S.C.A. § 3351), the Gun-Free Schools Act of 1994 (20 U.S.C.A. § 8921), New York State Education Law § 3214 (3), and this Board policy, the punishment for violation of Section (g) shall be a suspension from attendance upon instruction for a period of not less than one calendar year, unless the superintendent shall determine to modify such punishment. The superintendent's determination shall be on a case-by-case basis.

The term "firearm" as used in Section (g) is defined in 18 U.S.C.A. § 921 (3) and shall include any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. The term "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge or more than one-quarter ounce, mine or any device similar to any of those devices already described in this paragraph. Except that "destructive device" shall not mean any device not designed or redesigned for use as a weapon.

The superintendent shall refer a pupil who has been determined to have violated section (g) as follows:

- a) If the pupil is under 16 years of age to the Family Court in accordance with the Family Court Act, Article 3.
- b) If the pupil is 16 years of age or older to the appropriate law enforcement agency.

STUDENT DRESS CODE

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. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall

1. be safe, appropriate and not disrupt or interfere with the educational process.
2. recognize that extremely brief and revealing garments such as tube tops; net tops; halter tops; spaghetti straps; plunging necklines (front and back); bare midriff tops and bottoms, and see-through garments are not appropriate.
3. ensure that underwear is completely covered with outer clothing.
4. include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. not include the wearing of head coverings in the classroom except for a medical or religious purpose.
6. not include items that are vulgar, obscene, libelous, or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension

Visitors to the School

The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to all visitors to the schools:

1. Anyone not a regular staff member or student will be considered a visitor.
2. All visitors must sign the visitors' book at the front entrance. If no one is there, the visitor must report to the Main Office to sign in. Anyone visiting a secondary student must first secure permission from the Building Principal. All visitors must be issued and must wear a visitor's identification badge. Visitors must sign out and return the badge upon leaving the premises.
3. Visitors attending school functions that are open to the public are not required to sign in.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher.

5. Teachers are not expected to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police will be contacted if necessary.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

No person shall:

1. Intentionally injure any person or threaten to do so;
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property.
3. Disrupt the orderly conduct of classes, school programs or other school activities;
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability;
6. Enter any portion of the school premises without authorization to remain in any building or facility after it is normally closed;
7. Obstruct the free movement of any person in any place to which this code applies;
8. Violate the traffic laws, parking, regulations or other restrictions on vehicles;
9. Possess or use weapons in or on school property or at a school function;
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function;
11. Loiter on or about school property;
12. Gamble on school property or at school functions;
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors will have their authorization to remain on school property revoked and they will be directed to leave the premises. If they refuse to leave, they will be ejected.
2. Students will be subject to disciplinary action as the facts may warrant.
3. Employees may be subject to disciplinary measures as detailed by law and as dictated by the facts.

Revised: June 18, 2006

Revised: June 2007

Adopted: August 9, 2007

Reviewed and Approved by BOE 2/12/08 with no changes

Revised and Approved by BOE : April 9, 2009

EDUCATIONAL EXPERIENCES

A variety of educational experiences that are directly related to the curriculum (as the district budget allows) are provided to the children. The “field trips” serve as a springboard for many reading, writing, math, social studies, and science activities back in the classroom.

Parent/Legal Guardian participation is limited due to restrictions at the various sites and available seating on the buses.

The classroom teachers will inform you of field trips as they are scheduled.

ELECTRONIC DEVICES

Toys, Electronic Devices/Games and Music Players (Not responsible for lost or stolen property.)

Collectible cards, toys, bullet shells, knives or anything that will become a distraction to the learning environment or a safety hazard should not be brought to school. Lacrosse sticks are not allowed for playground use.

The use of cell phones during the instructional day or on the school bus is not allowed. Students with a cell phone need to leave it off in their backpack and carry a parental permission note with them at all times.

Electronic games and other electronic devices including DVD players, MP3player, CD Players are not permitted at Harshaw Primary. The faculty at Harshaw feels that time spent playing electronic games can be better utilized interacting with other students. This also eliminates issues related to inappropriate gaming, thefts and items being broken. Any exceptions need to be approved by the building principal.

Use of PDA's is allowed for legitimate purposes. Uses that cause a distraction will not be allowed.

Ms. Kathleen Keir

PREKINDERGARTEN:

Mrs. Crane 144
Mrs. Ashman 142

KINDERGARTEN:

Mrs. Collier 128
Mrs. Diamond 149
Ms. Faughnan 148
Mrs. Moppert 130
Mrs. Waddell 126
Mrs. Wheelock 127

FIRST GRADE:

Mrs. Lawton 117
Mrs. Maus 106
Mrs. Pixley 104
Mrs. Saroka 116
Mrs. Slocum 119
Mrs. Wood 118

SECOND GRADE:

Mrs. Collins 108
Mrs. Germano 131
Mrs. Harris 145
Mrs. Marvin 129
Miss Olsen 148
Miss Zajac 107

SPECIAL AREA TEACHERS:

Mrs. Abbey	-	Art, Shared with Kenyon Intermediate
Mr. Alport	-	Music, Shared with Kenyon Intermediate
Mrs. Bucker 141	-	School Nurse
Mrs. Errante 186	-	Academic Intervention Services Teacher –Shared with Kenyon Intermediate
Mrs. Ferranti	-	Music, Shared with Kenyon Intermediate
Mrs. Gill 115A	-	Reading Recovery Teacher
Mrs. Gros-pin 103A	-	Academic Intervention Services Teacher
Mrs. Hulbert 103B	-	Reading Recovery Teacher
Ms. Janda 184	-	Academic Intervention Services Teacher
Mrs. Johnson 147	-	Math Coordinator
Mrs. Knapp 114-	-	Literacy Coordinator
Mrs. Kozol 159	-	Physical Education Teacher
Mrs. Martino 115B	-	Reading Recovery Teacher
Mr. McMullen 213	-	Physical Education Teacher
Mrs. Nirchi 102A	-	Intensive Academic Intervention Teacher
Mrs. Rosen-Valent 140	-	School Psychologist
Mr. Sutton	-	School Guidance Counselor – Shared with Kenyon Intermediate
Miss Waskie Library	-	Librarian
Mrs. Wysocki 125	-	Speech Therapist – Services Prek & Kindergarten

OFFICE STAFF:

Mrs. McCall office	-	Building Secretary
Mrs. Rosko	-	Attendance Clerk

SUPPORT STAFF:

Mrs. Akam	-	Teacher Aide
Mrs. Allen	-	Teacher Aide
Mrs. Armstrong	-	Teacher Aide
Miss Bush	-	Teacher Aide
Mrs. Herceg	-	Teacher Aide
Mrs. Komaromi	-	Teacher Aide
Mrs. Lindow	-	Computer Room Aide
Mrs. Meacham	-	Teacher Aide
Mrs. Phillips	-	Teacher Aide
Mrs. Reid	-	Teacher Aide
Mrs. Sirgany	-	Audio-Visual/Library Aide
Mrs. Sturdevant	-	Teacher Aide
Mrs. Szalach	-	Teacher Aide
Mrs. Ziegler	-	Teacher Aide
Mrs. Heath	-	Cafeteria Staff - cashier
Mr. Munley	-	Superintendent of Bldgs. and Grounds
Mr. Buckland	-	Day Custodian
Mr. Goga	-	Maintenance
Mr. Haskell	-	Night Custodial Manager

BOCES EMPLOYEES:

Mrs. Phillips 105	-	Oak Tree Program
Mrs. Zielewicz 188	-	Crossroads Program

GUESTS - CHILDREN BRINGING FRIENDS TO SCHOOL

Parents/Legal Guardians, from time to time, are faced with having guests in from out of town while school is in session. What sounds like a good idea, to have a child's friend come in to school, many times can turn into a disruptive nightmare for the teacher. At the Harshaw Primary we do not make it a practice of allowing students to bring friends to school.

HOMEWORK POLICY FOR VACATIONING STUDENTS

When possible please avoid removing children from school for a family vacation. If a child is removed from school, homework assignments will not be provided. Work will be made up upon the child's return to the classroom. Parents are encouraged to read to their children while on vacation and to also have the children keep a daily journal of the places they visit, the things they do, what they liked and disliked, etc.

LOST AND FOUND

To avoid articles of your child's clothing ending up in lost and found, please mark everything. If your child is missing an article of clothing please feel free to visit the lost and found area located in the main hallway, between the hours of 6:30 a.m. and 6:00 p.m.

During the hours of 8:45 a.m. and 3:00 p.m., the door is locked for security purposes. Please sign in at the security window and obtain a visitor's pass from the main office.

MEETING TIMES

Harshaw Site Council: Meetings occur on the third Tuesday of a scheduled school day each month of the regular school year. These meetings are open to the public and occur from 2:45 p.m. – 3:20 p.m. each month. The Open Meeting Laws of New York State govern site Council meetings.

P.T.A.: The Chenango Forks P.T.A. meets the third Tuesday of every month at 6:30 p.m. in the Elementary library. The focus of these meetings is children's education and parenting. For more information, call the Harshaw main office at 648-7580.

The P.T.A. objectives are: to support and speak on behalf of children, to assist parents in developing skills they need to raise and protect their children and to encourage parent/guardian involvement in the public schools.

The P.T.A. has representatives on each school Site Council.

For future events for the year please read your district's monthly newsletter.

P.T.A. Officers for the 2009-2010 school year are:

President – Jim Wachter 656-8831

Vice President – Heather Lake 648-5799

Treasurer – Theresa Collier 648-8985

Secretary – Christine Webb 648-5201

Membership fees:

Individual @ \$5.00 _____ Family @ \$8.50 _____

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SCHOOL BOARD OF EDUCATION MEETINGS: The Board of Education meets monthly on the second Tuesday of the month at 7:15 p.m. in the middle school library. Special meetings are published in our local newspaper.

NON-CUSTODIAL PARENTS - ACCESS TO INFORMATION

Non-custodial parents have the right, upon request, to receive all information that the custodial parent receives from the school. This information would include progress reports, parent newsletters, special bulletins,

etc. Please inform the main office of this request. Parent conferences can be arranged so that both parents may attend at the same conference.

OPEN HOUSE

Open House provides an opportunity for the children to show off their school to their parents and provides an opportunity for the parents to meet their child's teacher.

To make this a more meaningful experience, have your child "tour you" through the building. If your child gets stuck, ask them to show you the Cafeteria, Gym, Library, Art Room, Music Room, Computer Lab, and where applicable, AIS Reading Room and AIS Math Room, and of course, their classroom!

Open House dates are as follows:

PreKindergarten – Wednesday, September 9, 2009 ... a.m. PreK – 6:00, p.m. PreK – 6:30

Kindergarten – Wednesday, September 9, 2009 ... 5:30

Grades 1 & 2 – Tuesday, September 29, 2009 ... 6:30

Information concerning Open House will appear in the September issue of the Newsletter. Please note that Open House is not an appropriate time to conference with the teacher concerning your child. Teachers will have sign up sheets available for you to set a date for the Fall Parent-Teacher Conference.

PARENT TEACHER CONFERENCES

Parent Teacher Conferences are held during November and December and once again in March of each year. We encourage parents to take advantage of this conference for the purpose of meeting your child's teacher, reviewing your child's academic progress and learning how you can help meet the educational needs of your child.

Sign up for the conferences occurs at Open House in late September or early October. Conferences can also be held throughout the year at any time by calling your child's teacher to arrange a date and time.

We would also encourage parents to call the teacher if a child comes home with a story that you may question. Many times the student's version of the event and a true account of the event may vary greatly. Please call and get the straight story before you jump to conclusions.

PARTIES -

During the school year parties occur at the Harshaw Primary Prek-2 for Halloween, Christmas, Valentine's Day and birthdays.

Teachers are responsible for the content of the parties but do welcome parent help. Parents wishing to help should attend the P.T.A. Tea held in late September. Watch the Chenango Forks Newsletter for a specific date.

Birthday parties are not celebrated by a classroom party. The classroom teacher and the building principal provide special recognition. It is a common practice for cupcakes to be sent in with the student, which are shared with the class. This practice is not required and the parent is not under any obligation to do this.

From time to time, parents request that the teachers provide the addresses of the children so they may send party invitations home. Parents assume that the teachers have the address information. This is not the case. Information of this nature is kept in the students' permanent record located in the main office, as it is of a confidential nature. Thus, the school will not be able to provide you with address information.

We would ask that you be sensitive to the feelings of all the children in the class when planning your parties.

PHOTOGRAPHS, SCHOOL

Photos are taken in school as a service to parents. **Parents are under no obligation to purchase photos.** They are taken in the fall and spring and dates are announced in the Chenango Forks Newsletter or by individual bulletin.

A professional photographer individually takes fall photos. Spring photos are taken of the entire class by amateurs and are meant to serve as momentos for the children and their parents.

PLAYGROUND

Playground is a very important part of your child's day and we make an effort to go out each and every day, weather permitting. On warm fall and spring days your children may spend a little more than 30 minutes outdoors. On wintry days it may only be 10 or 15 minutes. Please make sure your child is dressed appropriately each and every day for outside play.

A teacher who is in charge of two classes supplies supervision. The teacher that remains inside is available to supervise children that have a physician's note excusing them from outdoor play. Below you will find some commonly asked questions pertaining to the playground.

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DO THE CHILDREN GO OUT EACH DAY? Yes. Going out on the playground is left to the discretion of the teacher, who is always present. If the teacher is comfortable in taking the children outdoors, then the children should be properly clothed for the weather we enjoy in the northeast. Remember that the teachers are not required to go outdoors, nor are they required to be out there for a specific period of time.

WHAT HAPPENS IF A CHILD IS NOT PROPERLY DRESSED? This also is left to the teacher's discretion. If they feel the child would be placed in any physical harm by going outdoors they are kept inside. The parents are notified that the child did not have the proper clothing and asked to dress them appropriately the

next day for outdoor play. If the child continues to come in inappropriately clothed, the teacher involves the building principal who contacts the parents to try to work out a solution to the problem.

WHAT HAPPENS IF IT IS RAINING? We have a large covered pavilion on the playground. If the rain is not intense, some teachers choose to have the children go out and engage in activities under the covered pavilion. Others may have indoor recess, which may consist of games, a movie, or a video.

SOMETIMES ON THE RADIO I HEAR THE WIND CHILL IS BELOW ZERO. DO THE CHILDREN STILL GO OUTSIDE ON THESE DAYS? This would depend on the conditions on the playground. Our playground area is somewhat sheltered and many days, even though it is cold, the teacher may choose to have the children go out. Keep in mind that the teacher is outside with the children during the entire time; if they feel it is too cold, or if the children complain of being cold, they will bring the children back in.

WHAT IF MY CHILD HAS A COLD AND I WANT HIM/HER TO STAY IN? We feel that if children are well enough to come to school then they are well enough to participate in all areas of our curriculum. As stated before, we feel that playground is a very important part of our curriculum. We will honor a one-day request to keep a child indoors. After that, we do require a doctor's note. There is a lot of misunderstanding about how children catch colds. Many feel it is from the cold itself; we feel this is not the case. You may wish to check with your physician to find out how children actually catch colds.

Click icon below and then click on “Eric Full Text”



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RETENTIONS

Retentions in grade level may be utilized to provide a student with an additional opportunity to meet their potential. Retentions are used in rare occasions and only after a thorough review of the child's progress thus far in school.

The Board of Education Policy (Education Law Sections 1709; 2503(4); 3202 8 NYCRR Section 100.4, Adoption date: June 25, 1992 follows:

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. Grade placement should enhance this possibility. The concept of grade placement is based on the premise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, social and academic growth.

District curriculum guides indicate goals for achievement by the “average” student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Promotion and retention are methods of meeting the needs of such children.

Promotion or retention of a student will be considered according to the following criteria:

1. a. academic achievement as compared to district curriculum guides;
b. social and emotional development of the child;
c. age of the child; and
d. physical growth (size) of student
2. No child will be retained more than once in the elementary school, unless extreme circumstances prevail.
3. Retention is not to be considered a failure or a repetition of a grade. Experiences provided during the period of a retention will be beneficial to the student’s academic and social growth.
4. All recommendations concerning grade placement must be made to the Principal by the teacher after full notification of the consultation with the parents. Parents and/or teachers may request a psychological evaluation of the child to aid in the formulation of recommendations.
5. Final authority for grade placement rests with the Building Principal.

Students who have failed continuously or are “underachievers” shall receive suitable examinations to ascertain the physical, mental and social causes of such failure or under-achievement, pursuant to Part 203 of the Regulations of the Commissioner of Education.

Ref: Education Law §§ 1709; 2503(4); 3202
8 NYCRR § 100.4

Adoption date: June 25, 1992

RULES, SCHOOL

Harshaw Primary does not have a uniform list of specific school rules. Each teacher is responsible for developing rules for their classroom with the students. We feel that this builds ownership in the rules and that the students take these seriously. Rules are shared with the parents via the teacher’s newsletters during the first two full weeks of school.

We also believe that children know how to behave as you all have established acceptable norms of behavior in your homes. At this level discipline is aimed at changing behaviors and adapting the children to a social setting. Punitive measures for infraction of rules at this level are only used after all other methods fail.

SCHOOL DAY

The Harshaw Primary Office opens daily at 7:30 a.m. and closes at 4:00 p.m. The teaching staff reports at 8:15 a.m. and departs at 3:20 p.m. Bus arrival occurs from 8:25 a.m. to approximately 8:35 a.m. Bus departure occurs from 3:00 p.m. to approximately 3:15 p.m.

If you transport your children, please have them to school by 8:30 a.m. This gives them an opportunity to arrive at their classroom on time and settle in. Please do not drop children off before 8:25 a.m. When picking children up, please do not do so until 3:00 p.m., and all students should be picked up by 3:20 p.m. (with the exception of students attending after school activities).

Children are picked up from the hallway adjacent to the library after first signing them out with the faculty member attending. **PLEASE DO NOT WALK TO THEIR CLASSROOM** in the morning as this creates an unmanageable situation and may jeopardize the safety of your child and other children in the building.

Our students at Harshaw begin arriving typically at about 8:25. Supervision is available in the Harshaw Gym from 8:15-8:30. At 8:30 the students are sent to their classrooms. During arrival time there is teacher aide supervision outside in the bus arrival area, at the main door, and at each hallway. Access to the building is through the main door. The parent/visitor parking lot is the drop off location for both Harshaw and Kenyon students. Parents are asked to pull up along the circle to drop off students. If you are escorting your child into the building we ask that you park in the marked spaces and leave the circle clear for students being dropped off. Parents are asked to say good-bye to their children at the main door. If there is a need to go to the classroom parents must sign in at the visitors' window and receive visitors' passes. Parents who sign in are asked if there is a specific need to go to the classrooms. We have in the past always had parents with concerns about saying good-bye at the door particularly in the very beginning of the school year. The staff is available to work with these parents in making a smooth start to the school day for everyone involved including parent, child, and teacher.

Our reasons for the procedures that we have in place are threefold:

1. Building Security – Access is monitored closely to insure the safety of the children and staff. We feel that the procedures in place can accommodate those occasional needs for a parent to go to the classroom.
2. Non-disruption of instructional time – The school day for our students and staff begins at 8:30 in the morning when the students head to the classroom. The teacher at that time is involved with all of his/her students arriving and it is difficult to use that time to meet with parents.
3. The primary years are the time to nurture the independence of the students. We provide the managed environment to protect the safety and well-being of the children for this to occur.

See Visitors To The School Regulation – Appendix D

SELECTION OF TEACHERS

Parents are given the opportunity to indicate four teachers they would like to work with. The primary principal, with teacher input, will assign the student to one of the four teachers listed. It must be stressed that there is no first, second, third or fourth choices and all decisions are final. Forms may be picked up at Harshaw Primary or Kenyon Intermediate.

The public is notified of this process in April or May via the Chenango Forks Newsletter.

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SIX-DAY CYCLE/INDIVIDUAL TEACHERS SCHEDULE

The six-day cycle provides a continuous cycle of days. The rationale for this type of scheduling is to prevent a particular class from missing out on a special class. This usually occurs when a special class is scheduled for a Monday or a Friday. This is due to the fact that a number of our holidays fall on these days to create the "long weekend".

The first day of school in September is known as Day 1, the next day is Day 2. If by chance the next day is Friday and school is cancelled, when the children return to school on Monday it would be Day 3; Tuesday, Day 4; Wednesday, Day 5; Thursday, Day 6. The cycle starts over Friday being Day 1. The cycle continues to repeat during the year. The individual teachers will provide you with your child's schedule in the fall.

SNACKS

It is important that every person at Harshaw Primary School has the opportunity to do their best at school, work, and play. Our school strives to be a safe and healthy place for our children. Here is a list of healthy snacks you may wish to consider if you are wondering about what to send in for your child:

- Fresh, canned or dried fruit of any variety, fresh vegetables of any variety
- Healthy Baked Goods and Muffins
- Raisins
- Bread(s)/Bread Sticks
- Yogurt
- Rice, Soy, or whole wheat cakes or crackers
- Pop corn/Pretzels
- Water/100 % Juice Drinks/ Low fat Milk

During the first two weeks of the school year you will be receiving more detailed information regarding classroom snacks and foods for special occasions from your child's classroom teacher. Please be considerate of potential life-threatening food allergies that exist for some our children when making snack decisions.

STUDENT PROGRESS REPORTING TO PARENTS

Progress reporting occurs 3 times a year. The first progress report of the year is issued in November or December during a Parent Teacher Conference. Parents may sign up for their fall conference during open house.

We would encourage everyone to attend this valuable one-to-one meeting with your child's teacher.

The second progress report is issued in mid-March and the final one during the last week of school. As the need arises, the teacher may request a conference with a parent to discuss the progress of their child. Parents may also request a conference at any time by simply contacting the teacher.

Progress reports are being revised for the 2008-2009 school year and were not available for publication in this handbook.

STUDENT RECORDS

New York State Education Law requires the school district to keep accurate student records reflecting a student's attendance and achievement while in school. At Harshaw Primary the progress report that goes home to you three times a year becomes part of the child's record along with writing samples, performance assessments, and standardized test results. In the permanent record you will also find all correspondence sent from the Harshaw Primary main office to your home.

School personnel and the parents may review the school records. Anyone else wishing to review the records must obtain the parents permission by signing a release form allowing us to send the records to the person/organization the parent has designated.

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TEACHERS' NEWSLETTERS

Teacher's Newsletters are a great source of information about the specifics of your child's program. Newsletters may be issued weekly, bi-weekly, monthly or when needed. No set format is utilized. **Please take the time to read this important information from your child's teacher.**

VIDEOS

The teachers use a wide variety of educational videos from our local BOCES Educational Communication Center and from our audio-visual materials to support our curriculum.

On occasion teachers will show other videos with a General Audience designation.

Videos with a rating PG and above will not be considered for viewing.

VISITORS' POLICY

For Safety's Sake - PLEASE SIGN IN

Educators agree: one sign of a quality school is active involvement of parents. At Chenango Forks parents are always welcome to visit, talk with teachers and staff and take part in the activities of a busy school--but, please, sign in first. The safety of our children during school is a priority of teachers, staff, and parents. When visiting, please identify yourself at the security window. You will receive a visitor's pass that will avoid further requests to identify yourself. The classroom teacher will be called and notified that you are coming.

On days where we anticipate a great deal of community involvement, it would be impossible to follow our regular sign in procedures. On these days, a number of sign in sheets will be located in the main hallway. You will be asked to sign in when you enter the building and wear a badge with your name. The Harshaw Primary office will supervise the sign in process.

Your child's teacher will handle sign out in the classroom. Each teacher has a confidential list indicating who is allowed to remove your child from school. This information will be obtained from the emergency locator card provided to us, your child's birth certificate, and custody documents provided to the school. If someone other than the people on the teacher's list request to sign the child out the teachers have been instructed to direct that person to the main office and the child will remain in the classroom. If you are asked to report to the main office, we ask for your understanding while the file on the child is reviewed. Please remember that these procedures are in place to safeguard your child(ren).

See Visitors To The School Regulation – Appendix D

WHAT'S WRONG WITH W-SITTING?

PARENT ALERT!

Many children, when sitting on the floor, place their bodies in what is called "W-Sitting". This means that their behinds are on the floor, their legs are next to their hips and their feet are next to their behinds. Their legs resemble a "W". (See picture below). This position puts tremendous strain on many different parts of the child's legs. Some children, if they use this position habitually, may develop "bow legs" and "knocked knees". This simply means that this position of sitting contributes to in-turned hips and knees. Tightness in muscles and joints and weakness in muscles in the legs and trunk are also results of prolonged W-sitting. All of these physical difficulties lead to more and more use of this position, which further hurts the muscles, resulting in a constant cycle.

Children sitting in this position have much support added to their trunk and legs. They are able to reach for toys without concern for falling over and tend not to cross midline (reach for a toy on the left side of the body with the right hand or vice versa). This sounds like it may not be too bad, however, too much trunk support in this fashion does not allow children to develop stomach and trunk muscles on their own. This in turn may lead to difficulty sitting up from a lying position, and walking difficulties. Also, if children are not encouraged to cross midline, hand preference will be delayed and may not occur at all. Worst case scenario, after prolonged use of this position, a child may stand with a “sway back”, protruding tummy, in-turned knees, “flat feet” and no hand preference. How to stop this position: Most children will respond when you direct them to “Fix your legs”. Of course, this must be explained for the first few times and a model given of the desired position. Children will start to feel more comfortable in other positions than W-sitting but it will take constant reminders and continued curs of “fix your legs”.

ALTERNITIVES TO W-SITTING:

- Tailor fashion (cross-legged) on bottom. (This is difficult for children who have been W-sitting for so long – there is less trunk support. This should be used in conjunction with a pillow behind the back or leaning on furniture.)
- Small tables and chairs for seat work.
- Lying on tummy to work on floor.



“W” sitting



“Long” sitting



“Tailor” sitting

ART

A certified art teacher instructs the kindergarten, first and second grade classes at Harshaw Primary. The curriculum is a comprehensive program developed and created by the Chenango Forks Art Department. The program covers many facets of art such as drawing and painting, two and three-dimensional design, crafts, and art history in addition to basic cutting, gluing, folding and constructing art skills. Students visit the art room for their art activities. The classes usually are one-half hour per six-day cycle depending on the school year's scheduling requirements. The children's art experiences are a significant developmental and social facet of their learning experiences.

CHARACTER EDUCATION – SECOND STEP

Second Step is a violence prevention program for schools and families to use to encourage children to get along well with others. The program teaches children to think about others' feelings, to solve problems cooperatively, and to manage their anger in a positive way. Our goal is to teach skills that can help all children get along with other people and do better in school. Second Step teaches skills in three areas:

- Empathy – Children learn about feelings and ways to show understanding towards others.
- Impulse Control – Children learn new ways to solve problems and practice skills such as apologizing, dealing with peer pressure, and setting goals. Using problem-solving skills and controlling first impulses is a big part of Second Step.
- Anger Management – Children learn to manage their anger in ways that do not hurt others. Anger management steps help children to recognize, understand and control their anger.

If you would like more information regarding Second Step please contact Mrs. Rosen-Valent at 648-7582 or Mr. Sutton at 648-7525.

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HEALTH EDUCATION AND AIDS INSTRUCTION

By State Education Law, all elementary schools must provide health education to its students and include appropriate instruction concerning Acquired Immune Deficiency Syndrome (AIDS).

In the health education program, the teachers shall provide for pupil participation in planned activities to develop attitude, knowledge, and behavior that contribute to their own sense of self-worth, respect for their bodies and ability to make constructive decisions regarding their social and emotional, as well as physical health. Planned units of teaching shall also be provided including health instruction through which students may become increasingly self-reliant involving their own health problems and those of the group.

Appropriate instruction concerning AIDS must be provided as part of the health education program for all pupils. Such instruction is designed to be age appropriate and consistent with community values. Instruction

provided will give accurate information to students concerning the nature of the disease, methods of transmission, and methods of prevention. This is taught by the child's own classroom teacher or by one of our secondary level health education teachers.

According to State Education Law, no student shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian of such student has filed with the principal of the school a written request that the student not participate in such instruction, with the assurance that the student will receive such instruction at home.

LIBRARY

A certified librarian instructs kindergarten, first and second grade classes at Harshaw Primary. The curriculum is a comprehensive developmental program created and developed by the Chenango Forks library department. Our librarian reads students stories or shows filmstrips or videos, all of which promote the enjoyment of reading, viewing and listening. The students may begin learning basic library skills. The children get to choose books to take out after the story and/or lesson is completed. Students are encouraged to read their books and return them when they are finished so they may take out more. The library is always open during school hours for book exchanges and for research projects. The library also has a computer for supervised accessed Internet use for research projects. The CF Elementary library promotes reading and learning and is always open for students and parents to use. The library experiences are designed to meet NYS Learning Standards for the English Language Arts. The library is completely automated.

MUSIC

PreK, Kindergarten, first and second grade classes receive instruction in the music room from Mr. Alport or Mrs. Ferranti, both certified music teachers. Music experiences are designed to meet the New York State Learning Standards for the Arts in Music.

Active participation is encouraged through use of songs, dancing and movement activities, rhythm instruments, listening, stories, and games. In addition, developing the singing voice is stressed, and children are given opportunities to perform during special assemblies throughout the year.

PHYSICAL EDUCATION

The Chenango Forks Physical education curriculum at Harshaw includes lessons and objectives that fulfill the New York State learning standards (which are as follows):

1. Personal health and fitness
2. A safe and healthy environment
3. Resource management

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ADDITIONAL HELP

PSYCHOEDUCATIONAL SERVICES

To help make sound decisions regarding your child's educational needs, services of the school psychologist may be utilized. Through assessment techniques (which may include one or more of the following: testing, observation, counseling and consultation with the teacher and/or parent), the school psychologist will determine your child's potential ability, learning style, individual strengths and weaknesses, academic performance, and social/emotional adjustment.

If the classroom teacher, school psychologist or building principal feel your child would benefit from psychoeducational services, your child's classroom teacher, psychologist or primary principal will inform you of the need. Individual involvement with the school psychologist will not occur without parental permission.

ACADEMIC INTERVENTION SERVICE (AIS) (See also *ACADEMIC INTERVENTION SERVICES PLAN - APPENDIX L*)

This program is provided for children in the regular classroom, who have been determined by the Student Success Team to have specific learning needs. Academic Intervention Services may be provided by classroom teachers as well as any or all other members of our Harshaw Academic Service Team. Children work in small groups, either within the classroom or in a learning support center setting which is less distractible. An academic intervention teacher, in any or all of the following areas provides instruction: basic reading skills, reading, math, language, and sensory motor skills. Children participate in the program for a specified number of minutes, most on a daily basis. The primary goal is for the child to learn the necessary skills to help him/her be successful in the classroom.

Progress is determined through periodic testing, teacher observations, and the child's ability to succeed within the classroom. In the small group setting, children do well because the teacher can keep their attention better, and address their individual needs and learning styles. Besides improving their skills, the added benefit of the program is that the child's self-confidence for learning is improved. Parents are informed of academic intervention services and student progress is reported to the parents regularly.

BANANA SPLITS

At Harshaw Primary and Kenyon Intermediate we have formed Banana Splits groups to help children handle problems associated with one-parent or blended families. These groups consist of girls and boys whose parents are divorced, going through a divorce or separation, or where families are affected by the death of a parent(s) or by remarriage. It gives them a chance to talk with the other children who are experiencing similar family changes. They find out they are not alone and have a chance to discuss their feelings. Banana Splits groups have been formed in many schools throughout the country and have been found to be an excellent way to help children cope with a difficult time in their lives. If you would like additional information or your think your son or daughter might benefit from participation in one of our Banana Splits groups you can contact Mrs. Rosen-Valent, school psychologist at 648-7582 or Mr. Sutton, elementary guidance counselor at 648-7525.

SPEECH

SCREENING: All students enrolling at the Harshaw Primary receive a speech screening. It is developmentally appropriate for children between the ages of four and seven to have speech errors. Youngsters who are identified by the screening as having speech errors will be monitored during kindergarten, first and second grade. Screening results are available to parents.

SERVICES: The speech/language therapist determines when a child would benefit from speech instruction. If need is determined the parent/guardian will be contacted by letter with the recommended intervention procedure.

If you have questions regarding your child's speech you can contact the speech therapist that services the grade level your child is in. Mrs. Wysocki services prek and kindergarten and Mrs. Slocum services grade 1 and 2.

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SPECIAL EVENTS

CLASSROOM EVENTS, SPECIAL

The classroom teachers provide a number of special events. These events take the form of plays, poetry recitals and cooking projects to mention a few. The individual classroom teachers via their classroom newsletters notify parents of these events.

GRANDPARENTS' DAY

This annual second grade event occurs in late May or early June each year. Second grade teachers, via their newsletters, will inform you of the actual date. The event is held on two separate days because of the large number of children in second grade. Half of the second grade participates in Grandparents' Day while the other half has a picnic at an alternate location. This is a wonderful opportunity for parent participation and an event the children look forward to. Please try and participate in some way.

PEOPLE AS READING PARTNERS

P.A.R.P. (People as Reading Partners) is an independent reading program at Harshaw Primary sponsored by the Chenango Forks PTA. P.A.R.P. occurs at Harshaw Primary during the month of February/March. It includes: integrating a theme throughout the month that encourages reading, scheduling an author and/or storyteller, book fair, various guest readers including celebrities, administrators, community guests and parents and a wide range of reading activities. Harshaw Pajama Night ends the activities. Volunteers are needed to make this program a success. We look forward to another year with P.A.R.P.

SUMMER PROGRAMS

KINDERGARTEN ORIENTATION/SUMMER FUN

To help insure a smooth transition from the home to the school, an orientation program is offered during the last week of August. This is a one-day program in which the parent selects one of the days during the week to have the child participate. Sign up occurs at kindergarten registration in the spring.

A teacher provides a variety of experiences during this half-day program that runs from 9:00 a.m. to 11:30 a.m. Highlights of the program include a bus ride, snack in the cafeteria and a visit to the gym.

SUMMER SCHOOL

Information regarding summer school can be found in editions of the Chenango Forks Newsletters. The summer program includes enrichment classes for students in grades K-5. The program also includes Rocket into Reading classes for recommended students.

PARENT REPRESENTATIVES TO SITE COUNCIL

Parent Representatives are an important part of the Harshaw Primary Site Council. Parents are chosen for a 3-year term. Four parents serve on the Harshaw Site Council. Three of the parents represent at the kindergarten, first grade and second grade levels and one represents P.T.A. A person that is selected to represent a grade level start in kindergarten then rotates to first grade then to second grade completing the 3-year term. If you wish to apply to serve on Site Council, please complete the interest form provided to you at kindergarten registration. The P.T.A. representative is selected by the P.T.A.

The main charge of the parent representatives is to serve as a liaison between Site Council and the parents. For more information contact Emily Regan, Site Council chairperson at 648-7580.

PARENT VOLUNTEER PROGRAM

The Harshaw Primary Parent Volunteer Program is designed to create a partnership between parents/ community and the school by bringing you into the school to participate in our children's education. All of our parent volunteers are asked to attend a yearly orientation meeting for the purpose of reviewing the Parent Volunteer Handbook. During this orientation parents have the opportunity to attend workshop sessions planned by teachers. These sessions introduce you to some of the types of experiences you will have as a parent volunteer. Parent volunteers are required by Board of Education policy to provide references, which will be contacted before the volunteer begins service on school grounds. For additional information on the Harshaw Primary Parent Volunteer Program contact the main office at Harshaw by dialing 648-7580.

SITE COUNCIL

The Harshaw Site Council's sole purpose is to improve the educational opportunities for your children. The Council meets monthly during the regular school year on the third Tuesday of the month when school is in session from 2:30 to 3:30 p.m. The meetings are conducted according to the guidelines of New York State Open Meetings.

The 2009-10 parent members of Site Council include: Heather Marvin, Pati Maus, Chris Gill – Facilitator, Dawn Valla, Sue Johnson, Nicole Knapp, Debbie Wheelock, Melanie Rosen-Valent, Michele Ashman.

Selection of new members occurs each spring and is advertised in the Chenango Forks Newsletter.

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ATTENDANCE

ABSENCE NOTIFICATION

Regular attendance at school is a positive habit that should be established early in the child's school career. If you transport your child to school, we would like them here by 8:30 a.m. Students arriving after 8:45 a.m. are considered tardy. Dismissal starts at 3:00 p.m., and all students should be picked up by 3:20 p.m. (with the exception of students attending after school activities).

"Board of Education Policy No. 5160 STUDENT ABSENCES AND EXCUSES - The following reasons for student absences from schools are recognized as valid by the Board of Education:

1. sickness or death in the family,
2. impassable roads or weather making travel unsafe,
3. religious observance,
4. sickness requiring attendance at a medical clinic,

5. approved school-sponsored trips,
6. quarantine,
7. required court appearances,
8. approved college visits, and
9. military obligations.

See Comprehensive Attendance Policy – Appendix F

Any other absence is considered illegal. This would include personal business excuses signed by parent/guardian for reasons such as: vacation, shopping, work, oversleeping, missing the bus, hair appointments, car repair appointments, sun bathing, visiting parks, prom preparation, etc.

Each absence must be accounted for. It is the parent/guardian's responsibility to notify the office on the morning of the absence. It is essential that the parent/guardian provide a written excuse for each absence. Such excuse should contain the reason and date of absence.

Please notify the school on each day of the absence. Legal absences may be documented by calling Mrs. Rosko, Harshaw Attendance clerk, before 8:30 a.m. at 648-7579. You may do so by calling any time as voice mail is on between the hours of 4:00 p.m. and 7:00 a.m. and also the entire weekend. In the event that you do not contact Mrs. Rosko, on returning to school after an absence or tardiness, children will need a signed note from the parent stating the reason for absence. When writing reason for absence, it is helpful to state the specific illness, such as "sore throat" or "cold" or "upset stomach".

When a parent wishes to have a child excused from class for a health reason, (doctor or dentist appointment) or for any other reason, a written request signed by the parent must be presented prior to the child leaving the building.

A sample excuse:

1/10/95 Mary was absent on 1/8 and 1/9 due to a sore throat.

Mrs. Jane Doe
Mrs. Smith's Class

PARENT NOTIFICATION

Each school district, as provided by New York State Educational Law must inform parent/guardian of elementary school children of their right to be notified when their child is absent from school. The purpose of this law is to provide an opportunity for a family to begin a search for a missing child as soon as it is realized that the child did not arrive at school as expected. As many of you do already, we emphasize that you must call us in the morning at school if your child will be absent that day. **The number to call is 648-7579.**

COMMUNITY ORGANIZATIONS

CHENANGO FORKS COMMUNITY ASSOCIATION 2009 – 20010

WHAT IS THE CHENANGO FORKS COMMUNITY ASSOCIATION? The Chenango Forks Community Association (CFCA) is Chenango Forks School parents who work together to provide athletic activities for the children in the school district. While most of the activities take place on school property CFCA is not part of the school and the activities we support are not funded or provided by the school or its budget.

What activities does the Association provide and who participates?

ACTIVITY

Baseball	Football
Majors	B. Basketball
Minors/Farm	Travel Basketball
Teener	G. Basketball
Softball	Cheerleading

How does the Association work?

Each sport has a volunteer commissioner who organizes the sport, finds volunteer coaches, and takes care of all aspects of the activity. The commissioner prepares a budget and the association provides funding to pay for costs above the activity fees charged the participants. The costs include equipment and uniforms, officials, field or facility fees, and league fees. The association meets at the high school the second Monday of the month during the school year and anyone interested is invited.

Where does the Association get its funding?

From the association, annual dues of \$5.00 per family and from the Town Governments that allocate funding to groups, such as the Association, to provide state mandated sports and recreation. The Town funds these groups instead of having its own department of recreation to meet the requirement.

Is any one in the Association paid?

No. Every officer, commissioner, and coach is an unpaid volunteer who is giving their time to the kids in the school district.

Does the Association need more volunteers?

Yes!

What would happen to these activities if the CFCA weren't there?

Unless some group replaced the Association, these activities would not be available for kids in the school district.

CFCA Officers

President - Ron Crawford

648-4081

Vice President - Jamie Allen

648-5122

Treasurer - Romney Shelepak

648-9550

Secretary - Lisa Voorhis

692-7221

Publicity Director - Brandy Joseph

648-9839

E-Mail Address – cfca@stny.rr.com

For questions regarding any Community Association activities, please call one of the above officers.

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KATTELVILLE ATHLETIC ASSOCIATION (KAA) 2009-2010

President – John Maus – 648-8092

Webmaster@kaaclub.org

SCOUTS

Cub Scouts	(729-9161)	Contact:	Boy Scouts of America	Ages 6 & Up
Girl Scouts	(729-3679)	Contact:	Indian Hills Girl Scout Council	Ages 5-17

EMERGENCY PROCEDURES

In accordance with Commissioner of Education regulations the CFE – Harshaw Primary has in place a Building-Level Emergency Response Plan Summary. This plan is reviewed and updated as needed on an

annual basis by the building level safety team. Emergency response drills and an early dismissal drill are conducted on a yearly basis. See additional information below on emergency closings and fire / emergency drills.

EMERGENCY CLOSINGS

In this day and age we realize that in many instances both parents work and the situation exists where a child could be dropped off to an empty home.

Ideally we would contact every parent by phone. This would be possible if we had a student population of 50. However, our student population is approximately 500 students and it would be impossible to alert parents to an early closing.

The Chenango Forks Board of Education wishes to remind you that on days when inclement weather or other emergency conditions raise questions regarding the opening or closing of school, parents/guardians should tune in to the following radio stations: WMXW, WICZ, WNBF, WBNG, WINR, WAAL, WSKG, WKXZ, WMRV, WKGB (FM) and WMGC. **PLEASE DO NOT CALL THE SCHOOL TO ASK IF WE ARE CLOSING EARLY.** This action will tie up the office staff during a very busy time. On days when snow is forecast and school is in session, **PLEASE TURN ON A RADIO OR TV OR HAVE A FRIEND OR RELATIVE LISTEN FOR YOU AND GIVE YOU A CALL AT WORK.**

Those households that have an internet line can receive emergency closing information by accessing the district's web page at www.cforks.org.

Each parent/guardian should discuss with their child an emergency plan to be used when conditions affect our schools' openings or closings. Please take a minute out of your busy schedule to discuss this important topic now. The safety of our children is always a mutual concern.

EMERGENCY RESPONSE PLANS

The Chenango Forks Central School District has a district Emergency Response Plan in effect and individual Building-Level Emergency Response Plans in place which are reviewed on an annual basis to ensure compliance with the Commissioner of Education's regulation 155.17. This regulation was put into place to address emergencies in schools which must be handled in an expeditious and effective manner. Schools are at risk for acts of violence, as well as natural and man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. The district and school response plans address the prevention, response, and recovery with respect to a variety of emergencies in schools. An executive summary is available by making a written request to Carol Denz, Assistant Superintendent of Schools, 1 Gordon Drive, Binghamton, New York 13901.

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FIRE DRILLS & EMERGENCY DRILLS

Twelve fire drills are required during the school year, eight during the fall and four during the spring. Drills are conducted and supervised by the building principal to insure the safety of your children. Drills are not conducted on inclement days. Other emergency drills will be practiced during the school year.

All teachers instruct their children on the proper procedure to follow during a Fire Drill prior to the first drill being conducted.

FOOD SERVICE PROGRAM

GENERAL INFORMATION

You may not be aware, but the food service program does not rely on taxpayers' money for its support, but relies solely on revenues from the food items you and the children purchase. In an attempt to keep costs down and improve our efficiency, we have moved to a computerized register system. This will allow us to create a personal account for each child, faculty and staff member.

The advantage of creating individual accounts is to allow students, faculty and staff to prepay by check. When you exercise the option to pre-pay by check, it reduces the time needed for our accounting practices. To encourage students to take advantage of pre-payment, we will offer a discount for lunches. The discount policy and lunch prices are stated on the menu page of the District Newsletter. **Checks should be made out to Chenango Forks Lunch Fund.** If you wish to take advantage of our pre-pay system, we would ask that you indicate on your check what the money is for and include the child's or children's full name. Examples of these notations could be:

Ice Cream ONLY
Milk ONLY
Breakfast & Lunch ONLY
Breakfast & Lunch & Ice Cream ONLY

If you have students in more than one building and wish to pay by one check, please state the students' name and teacher names and the total amount enclosed for each student. If one of your children is in grades 3-12, please also include their account number. This can be sent to any one of the cafeterias and the monies will be distributed as you have directed.

You may be wondering how you will be informed of your balances. The cashier will inform your youngster of the amount of money available or lunches available daily. You may also wish to call Mrs. Pierson at 648-7524 to determine the balance of your account. We send home a letter for all accounts that have gone into a negative balance of over \$ 5.00. If your child comes through the line and has exhausted the account, they will still be provided with lunch. Remember that pre-payment is an option and is not required. You may still choose to have your son or daughter pay on a daily basis

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BREAKFAST

Breakfast is served daily from 8:15 a.m. to 9:00 a.m. at \$ 1.10 per student and is available to all students. Menu information appears in the Chenango Forks Newsletter. Parents are welcome to share breakfast with their children. Children are required to report to their classroom prior to proceeding to breakfast.

LUNCH

Lunch is served daily from 11:20 a.m. to 1:10 p.m. at a cost of **\$ 2.10 per student for the 2009-2010 school year. Individual milk is \$.55.** Menu information appears in the Chenango Forks Newsletter. Parents are welcome to share lunch with their children. Monthly menus are included in the district newsletter.

CAFETERIA RULES

Each teacher reviews with his/her class the behavior they expect in the cafeteria and the importance of good nutrition. The teacher works with the class to formulate their rules, within the first full week of school, and the

rules are posted in the classroom. The individual rules are provided to the parents during the second full week of school.

CHARGES

Children will be allowed to charge only one meal. A charge is defined as the child not having money on account or the cash to pay for the meal. No additional charges will be accepted.

This does not mean your child will go hungry if they forget their money or lose it. However, the cafeteria may substitute the main entry with a less expensive substitute. Your child will still receive the benefit of a Class A Lunch, but you will be responsible for reimbursing the Food Service Program. We ask everyone’s understanding and cooperation in taking this action. If you have any questions, please contact Mrs. Fran Pierson, Chenango Forks Food Service Manager at 648-7580.

FREE AND REDUCED BREAKFAST AND LUNCH

We believe that a nutritious breakfast and lunch is essential to a child’s success in school. Assistance is available to families to insure that their children receive these two important meals. Specific information concerning this program and income eligibility guidelines will be mailed to you in mid-August, and are also published in the September issue of the newsletter. Please feel free to contact the Main Office, the school nurse at 648-7531, or the Food Service Office at 648-7580 if you have questions or are in need of an application.

KINDERGARTEN BREAKFAST, LUNCH AND SNACK MONEY

When sending money in with your kindergarten youngster please **send a note indicating what the money is for.**

Examples:	Monies for	Breakfast	
	Jane Student	Lunch	
		Total	\$

HEALTH SERVICES

***THE SCHOOL HEALTH PROGRAM**

The school health program consists of those procedures that contribute to the understanding, maintenance, and improvement of the health of the pupils, including health services, health education, and healthful living.

The procedures are established to:

1. Appraise the health status of pupils.
2. Counsel pupils and parents concerning appraisal finding.
3. Encourage correction of remedial defects.
4. Help prevent and control communicable disease.
5. Provide emergency care for the sick or injured.

HEALTH INFORMATION

School Physician: Dr. Donald Nash

School Nurse: Mrs. Cindy Bucker 648-7531

Whenever parents have problems concerning their child's health, the school nurse should be called. The nurse will be glad to help in any way possible.

COMMUNICABLE DISEASES

When your child has a bad cold or is not feeling well, it is best that he or she stays at home and rests. These children have a very busy day in school and if they aren't feeling well, they will not be able to participate fully in the day's lessons.

Here are some guidelines for keeping your child at home:

- Any fever over 100 degrees. Please be sure that the temperature has been down to normal (without fever reducing medication) for 24 hours before returning to school.
- Persistent cough
- Persistent runny nose
- Rashes or open sores
- Earache
- Diarrhea or vomiting within the last 12 hours
- Tearing, irritation and redness of one or both eyes with swelling or discharge

If we find that your child becomes ill at school, we will call and have you make arrangements to take them home.

Should you need to reach the school nurse please call 648-7531 between the hours of 8:00 a.m. and 4:30 p.m.

FIRST AID AND ILLNESS

The principal or the school nurse must be able to contact the parents in case of an accident or sudden illness in the school. Therefore, it is important that the parents make sure the school has a home telephone number, cell phone number (if any), employer's telephone number, and the name and telephone number of a friend, relative or neighbor (who has given their consent) to act for a parent in case of emergencies.

IF THE PHONE NUMBERS CHANGE, PLEASE NOTIFY US. OUR PRIMARY CONCERN IS THE SAFETY OF YOUR CHILD.

First aid is given when and where an accident occurs to protect the life and comfort of the child until authorized treatment is secured.

Board of Education, as corporate bodies, is not authorized to provide medical or dental care beyond first aid. Therefore, the school nurse may not go beyond their legal duties to apply a second dressing or care for injuries that are incurred at home or elsewhere.

When children become ill in school the parents will be called. Parents are responsible for seeing that an injured or ill child gets home safely.

**See further information – Student Health Services – Appendix F*

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HEAD LICE:

From time to time we have students with head lice. If it is determined your child has lice infestation, the nurse will contact you and discuss the specifics needed for treatment. As a precaution to prevent an outbreak of head lice the nurse inspects the children during the first week of school, after Christmas vacation, after Easter vacation and individual classmates and close contacts as needed.

**See further information – Student Health Services – Appendix F*

HEARING TESTS

Sweep check hearing tests are done each school year per NYS guidelines. This is a screening test; it is not diagnostic. Children who fail the sweep test are given a complete audiogram. If a hearing loss is apparent after this test, parents will be notified in writing.

It is important that parents receiving notification of an apparent hearing loss have their child checked by a professional examiner to obtain early treatment of the conditions or to determine any modification of the child's educational program. The school nurse does re-testing throughout the school year when there is any indication of such a need.

IMMUNIZATION REQUIREMENTS

Communicable diseases affect the entire community. They must be controlled at home. Immunization is the best method of control against many communicable diseases. It should be given early in life and periodically thereafter. A child **WILL NOT BE PERMITTED** to be admitted to school unless a parent or guardian furnishes the school with certification from an M.D., health care provider, or the Health Department. This certification must meet the New York State Department of Education's immunization requirements.

Information on immunizations may be obtained from your child's doctor or through the Broome County Health Department; you must call for an appointment at 778-2839. Immunizations at the Health Department are paid for on a sliding scale according to your income.

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MEDICATION DURING SCHOOL HOURS

The school nurse cannot legally diagnose, prescribe or treat. If it is necessary for a child to receive medication during school hours, the following procedure must be followed:

1. Written parent permission - form available in Health Office.
2. Doctor's order, stating:
 - (a) Name of Medication
 - (b) Dosage
 - (c) Effect of Medication
 - (d) Time to be given

This includes over-the-counter medications such as: Tylenol, Motrin, cough drops.

3. A labeled bottle of medication. If you request, your pharmacist will make a labeled bottle for school use.
4. The Board of Education policy requires that **medication be delivered to the school nurse by the parent/guardian or an adult designated by the parent/guardian. Medication is not to be sent to school on the bus or with the child.**

SCHOOL HEALTH EXAMINATION

Health screening and appraisals are important to detect impairments and to provide early treatment of the same. The New State Education Law requires a health certificate for each child upon entrance into school and for each child entering prekindergarten, kindergarten, second, fourth, seventh, and tenth grades, and children with specific health problems. The certificate should be completed by the family physician, or the school physician will do a physical.

VISUAL ACUITY

Note: The Commissioner’s Regulations, dated September 29, 2005, reflect the following changes: New York State Education Law (Article 19, Section 905) and Commissioner’s Regulations, Section 136.3 requires that a vision screening be done for all students who enroll in a school of this state including at a minimum color perception, distance acuity, near vision and hyperopia within six months of admission to the school; in addition, all students shall be screened for distance acuity in grades Kindergarten, 1,2,3,5,7 and 10 and at any other time deemed necessary; the results of all such vision screening examinations shall be in writing and shall be provided (**upon request**) to the pupil’s parent or person in parental relation and to any teacher of the pupil within the school while the pupil is enrolled in the school, and shall be kept in a permanent file of the school for at least as long as the minimum retention period for such records, as prescribed by the commissioner pursuant to Article 57-A of the Arts and Cultural Affairs Law...

**CHENANGO FORKS CENTRAL SCHOOL DISTRICT
HEALTH & SAFETY INCIDENT REPORT**

Any individual who finds or suspects a saturation where there would be a negative effect on health and safety should file this report.

Person reporting Incident (Required):

Name: _____

Address: _____

Phone: _____

Date Reported: _____

Date Received by District: _____
Received By: _____

Date & Time of Incident: _____

Location of Incident: _____

Description of Incident (Attach any supporting documentation, such as photographs):

Names of Other Witnesses: _____

One copy of this form should be sent to each of the following:
Building Principal
Districtwide Health & Safety Representative (Parent, Faculty, or Support Staff)
Chairman of Districtwide Health & Safety Committee

A copy should be retained for your own records.

Corrective Action Taken: _____ Date: _____

Response to Person Reporting: _____ Date: _____
Reviewed by Health & Safety Committee _____ Date: _____

KINDERGARTEN REGISTRATION

KINDERGARTEN INFORMATION MEETING

An evening informational meeting is held in early May in the Chenango Forks Elementary auditorium to inform the parents about kindergarten registration and the kindergarten program. Time is given for the parents to ask questions. Please see the February edition of the Chenango Forks Newsletter for exact dates and times.

KINDERGARTEN READINESS

The kindergarten program at the Harshaw Primary is designed to enhance the growth of children in four major areas of their development. Each of the following areas of development is equally important: Physical Development, Cognitive Development, Social Development and Emotional Development. If concerns exist

please discuss them with the primary principal during the interview at registration or call 648-7580 to speak with the principal.

KINDERGARTEN REGISTRATION PROCEDURES

IT IS NECESSARY TO CALL AHEAD FOR AN APPOINTMENT.

IT IS PREFERABLE TO BRING ONLY THE CHILD YOU ARE REGISTERING.

- **PreK & Kindergarten** – Registration takes place in the **Auditorium** of the **Harshaw Primary School** in **May** - dates will be published in the **February** edition of the **Chenango Forks Newsletter**. There are three daytime registration dates which will be filled by appointment only. When your pre-registration form is received in the main office you will be called to set up an appointment.
- The registration process takes approximately one hour. This will give us the opportunity to meet you and learn more about your child. **Be sure to bring you child, your child's birth certificate and immunization records with you, along with the completed registration packet. (Obtained at parent information meeting). If you do not currently have children enrolled in the district, you must also bring your current driver's license as proof of your district residence address.**

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TRANSPORTATION

BUS SAFETY GUIDELINES/RULES OF CONDUCT

- Students must be on time at the bus stop. Students should be at the bus stop at least five (5) minutes prior to the bus arrival time. Students are to wait several feet away from the roadway.
- Students who cross the roadway must cross 15 feet in front of the bus and must wait to be signaled to do so by the bus driver. Students will stop at the center of the roadway and look both ways before proceeding.
- Drivers will assign seats and make changes if necessary.

- Students cannot put hands, arms, head, or feet out of the bus window or throw any articles in or out of the bus or at any other vehicle. Conduct should be no different than in the classroom.
- Articles such as aerosol and glass containers, knives, firecrackers, lighters or any sharp objects are not allowed on the bus. Large parcels, certain musical instruments and some athletic equipment may not be allowed unless there is room for them.
- There is ABSOLUTELY no smoking on or near an “occupied” school bus at any time by students or school personnel. Chewing of tobacco is also prohibited.
- Destroying or damaging a school bus or student’s property may result in an immediate suspension and/or restitution for damages.

FOR VIOLATING ANY OF THESE REGULATIONS, A PUPIL WILL BE REPORTED TO THE PRINCIPAL WHO MAY DEBAR HIM/HER TEMPORARILY OR PERMANENTLY FROM RIDING ON THE BUS.

JERRY HARTMAN
TRANSPORTATION SUPERVISOR

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RESPONSIBILITIES OF THE PARENTS

It is the parent’s responsibility to supervise their children at the bus stop. With the consolidation of stops this aspect of your responsibility has become more important. Difficulties that arise between students at the stop should be resolved before they board the bus to avoid a conflict on the bus, which could become a safety violation.

Throughout the school year, a parent or guardian will be required to meet the bus. This will insure that the child is getting off at the correct destination. If an adult is not present, the driver will blow the horn. If an adult fails to appear, the child will be brought back to the school, and you will be contacted to pick up the child and inform the school of the proper transportation arrangements.

1. Provide your children with knapsacks and remind them to use those knapsacks for all of their papers. Loose papers are a serious hazard.

2. Teach your children to wait a safe distance away from the curb and street. Horse playing or pushing and shoving near the street can be dangerous.
3. Establish a set time in the morning for your children to be at their stops. Five (5) minutes before the bus is due is sufficient time to allow everyone to be safe. Running to catch a bus can be highly dangerous. If your child misses the bus you will have to transport them to school.
4. Stress the importance of being reasonably quiet while the bus is in motion. Sixty-six little voices on a big bus equals one big and potentially distracting noise.
5. Stress the importance to your children of remaining seated on the bus. Standing up, jumping around, and horse playing can be dangerous and is strictly prohibited.
6. Instruct your children that if they drop anything around the school bus to leave it where it falls. After the bus has gone and the road is clear, then they can pick it up. Younger children are impulsive, and this point must be stressed repeatedly.
7. Teach your children to tell the driver if there is a problem on the bus.

Please review the following loading procedures with your child:

- ➔ Always have your children cross in front of the bus, never behind. Eye contact between your child and the bus driver is very important. If your child can see the driver's face, then the driver can see your child.
- ➔ Remind your children to always look left-right before crossing a street. Not all drivers always stop for a stopped school bus, despite its red overhead flashers and extended "STOP" arm.

Please remember that the driver cannot leave their seat when there are children on the bus without shutting the bus down. If you have a need for a conference, please contact the transportation department to arrange one.

Also note: Chapter 395 of the Laws of 2001 (10/31) Establishes the crime of loitering for the unauthorized boarding onto or presence on a school bus without the permission or consent of the school district or the bus driver.

JERRY HARTMAN
TRANSPORTATION SUPERVISOR

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BUS VIOLATION REPORT TO PARENTS:

In an attempt to keep you, the parent, informed of the happenings on the bus, you may receive a Bus Violation Report to Parents. The purpose of this report is to let you know that there is a problem with your child on the bus and that your immediate attention is needed to help correct the situation.

It is important for parents to understand that prior to the report being written; your bus driver worked with your child in an attempt to change the behavior identified, in most cases, but has been unsuccessful. Your immediate attention to the matter will be greatly appreciated.

HOW DOES HARSHAW GET ALL THE KIDS ON THE CORRECT BUS FOR THE TRIP HOME THE FIRST DAY OF SCHOOL?

This is an interesting question because all of our younger students know that they have to get on a yellow bus. The problem is there are yellow buses that come to Harshaw Primary and go in all different directions. A great deal of effort and time is put into insuring your child gets on the proper bus for the trip home. This is accomplished by:

- A transportation tag is mailed to each Harshaw Primary child in mid-August. Parents are asked to update babysitter information, After School Child Care arrangements, etc., on this card. The children wear these tags for the first two weeks of school.
- On the first day of school, all available staff members greet the children as they get off the bus. At that time we verify the route number with the bus driver and check each card for accuracy. If an error has been made, it is corrected at that time. Personnel then help the children to their respective classrooms.

Upon their arrival in the classroom, teachers once again check the cards. If changes have been made on the card, it is collected and forwarded to the main office. Once at the main office the information is verified in a number of ways. Verification includes route changes with the transportation department, calls to individual parents, calls to babysitters, and verifying information with the After School Child Care Program. Prior to the end of the day, the cards are returned to the classroom teachers.

- At dismissal time, the children go to the Harshaw auditorium at 2:55 p.m. When they arrive in the gym, they are separated into groups according to their bus number. For the first three days all teachers available are assisting with the dismissal process to make certain that the children board the proper bus. When the bus is announced, the children leave as a group and are escorted to their bus.
- This process is not without error. From time to time, children will board the wrong bus through our error or sometimes the child wanting to ride home with a friend. If your child does not get off where expected, please call the Harshaw office. Through the transportation department we can be in direct communication with the bus driver. It is usually a matter of minutes before we have located the child and have an answer for you.

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To assist us in transporting your child, please be sure to follow these procedures. Sign out your children when you pick them up. If you are going to make a transportation change, give it to us in writing. **Last minute phone calls regarding transportation changes will not be accepted unless it is an emergency situation. If you must call in a transportation change that is not an emergency it must be received in the main office by 2:00 p.m. or will not be honored. Please keep in mind these changes should be avoided, if possible.**

As our safety record shows, our transportation procedures are extremely effective. We all look forward to your cooperation in maintaining our fine record.

TRANSPORTATION TAGS

In late August you will receive a bus tag in the mail. Please make certain this is pinned to your child for the first week and a half of school. The Monday after the first weekend school is in session normally presents problems. We ask your cooperation in making sure the tag is pinned on your child. Please make a spare tag in

case the original is lost or misplaced. If you have specific questions regarding pick-up and drop-off times, please contact the bus garage at 648-7573.

If need arises to change the drop-off or pick-up point, please notify us in writing. If it is an emergency situation, please call us as soon as possible. In the event of a change, it must be logged in a master record and a change in transportation tag filled out, delivered to the teacher's room and pinned on the child prior to their boarding the bus. Your cooperation in keeping changes to a minimum will be greatly appreciated. Our major concern is the safety of your child.

BUS ARRIVALS AND DEPARTURES

You will receive information regarding specific bus arrival and departure times in the August mailing.

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HARSHAW TELEPHONE NUMBERS

Kathleen Keir	Principal	648-7580
Terri McCall	Administrative Assistant	648-7580
Lynne Rosko	Attendance Clerk	648-7579
Cindy Bucker	Nurse	648-7531
Eric Sutton	Guidance Counselor	648-7525
Melanie Rosen-Valent	Psychologist	648-7582

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CHENANGO FORKS ELEMENTARY
HARSHAW PRIMARY PREK-2
2009-2010

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Appendix L

**COMMENCEMENT GOALS
STUDENTS GRADUATING FROM THE
CHENANGO FORKS SCHOOL DISTRICT
WILL BE ABLE TO:**

1. Demonstrate proficiency in reading, writing, listening, and speaking.
2. Apply skills in technologies, mathematics, and the sciences.
3. Demonstrate life management and social skills, as well as understand personal wellness practices.
4. Display global and environmental awareness, as well as cross cultural understanding.
5. Think critically and creatively.
6. Understand democratic values, as well as civic and personal responsibilities.
7. Acquire and use information effectively.
8. Solve problems both independently and cooperatively.
9. Demonstrate skills in the arts and languages and understand the role these have in society.

These commencement goals are our distant instructional targets telling in broad terms what we expect students to know and be able to do when they complete 12th grade in Chenango Forks School District.

**Approved by Board of Education 3/9/1995
Approved by District Planning Council 12/5/1994**

Harshaw Map 2009-2010



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