

# Cairo-Durham Central School District

Cairo-Durham Elementary School

## **Parent & Student Handbook**

A Parent's and Student's Guide  
to the Pre-K-5 Elementary Education



# WELCOME!

## Welcome to Cairo-Durham Elementary!

We are pleased that you will be a part of our school community. As a school community we share the common goal of a better future for our children. Open lines of communication between school and home are essential in creating a successful learning environment. It is important that we work together and act with the ultimate goal in mind: learning.

This handbook is to be a resource for general questions by giving an overview of the school, the academic day, calendar year, district policies and procedures. A more complete picture of Cairo-Durham Elementary School will come into focus as you talk with your child about their school day, communicate with their teacher, and join us for our special activities and events.

We look forward to a successful school year!

**"Strive, Believe, Achieve"!**

Revised: September 2019

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## Section A

### **Parental Involvement**

Parents are their child's first teachers. Cairo-Durham Central School District believes that parents should be meaningfully involved to make a difference in their child's growth as a learner.

Positive parent involvement leads to higher student achievement, regular attendance, and improved student attitudes and behavior. Engaging in conversations with teachers, counselors, and others at school provides the best support for learning.

Parents can support their child as a learner by encouraging completion of homework, sharing respect for school and teachers and demonstrating a value for the work children do in school. This kind of school-home connection sends a strong message to students. Cairo-Durham schools have adopted a plan enabling parents to become partners with their schools. Parents are encouraged to:

- \* Become involved in school organizations, activities and committees that strengthen the school-home connection.
- \* Meet with teachers and school staff to learn about and share information about their child's learning.
- \* Participate in classroom activities. (Classroom visits must be set up with your child's teacher in advance.)
- \* Check the school website, [www.cairodurham.org](http://www.cairodurham.org), or follow @CDElementary on Twitter for the school calendar, engagements nights, closings, announcements and general updates.

There are many opportunities for parents to become involved in Cairo-Durham's community of learners.

## Section B

### ***20 Ways... For Parents to be Involved in Their Child's Education***

1. Share your child's strengths, talents, and interests with your child's teachers.
2. Attend parent-teacher conferences with specific questions you want to ask.
3. Understand and reinforce school rules and expectations at home.
4. Address concerns or questions honestly, openly, and early on.
5. Attend PTA or parent meetings regularly.
6. Read classroom and/or school newsletters.
7. Visit your school's web page.
8. Read and know your school's handbook.
9. Meet your child's friends and get to know their parents.
10. Attend workshops or seminars on various parenting topics.
11. Ask teachers or counselors about how to talk with your children about tough topics.
12. Discuss your child's school day and homework daily.
13. Provide a quiet, well-lighted place with basic school supplies for studying/homework.
14. Help your children break down projects into smaller, more manageable steps.
15. Develop a consistent daily routine and time for studying and homework.
16. Provide encouragement and approval for effort and schoolwork.
17. Provide children with books, magazines, and so forth, and develop a nighttime reading routine.
18. Make family trips to the library, zoo, museum, or park a fun learning experience.
19. Help set goals and develop a personalized education plan for your child.
20. Participate in fairs and activities for math, science, history, and so forth.

## Section C

# Attendance

Attendance is extremely important to the academic growth of children and the development of positive attitudes towards school. Please make every effort to have your child attend school on a daily basis. Family trips and vacations should be arranged to coincide with scheduled school holidays and vacation periods. Students who are absent on the day of an evening activity will not be allowed to attend the activity (unless prior approval from the building principal has been secured).

New York State is now tracking subject area attendance. Students who get picked up early are missing valuable instructional time and getting marked absent for that content area. When parents ask to pick their child up early from school, the office calls the classroom to speak with the teacher via telephone. The number of phone calls going to the classroom at the end of the day is leading to a loss of instructional time.

We have adopted the Greene County Attendance Policy & Procedures that occurs in most schools. Between 3:00 p.m. and 3:10 p.m., we will not be calling kids to the office for early departures. This will help minimize the loss of instructional time and limit disruptions in the afternoon. A member of the office staff will have a sign-out sheet near the main entrance to the cafeteria at the end of the day. **You will then wait in the cafeteria for your child to be called down to you.**

Please plan your appointments accordingly. We will start dismissing promptly at 3:10.

### **Important things to remember:**

- NYS law requires students to be present for five hours of the school day, excluding time spent in lunch and recess, in order to receive credit for a full day of attendance.
- Our instructional day begins at 9:00 a.m. (following breakfast, locker visits, open library, etc.). The instructional day ends at 3:10 p.m. This accounts for 5 hours of instruction during the school day.
- **Instructional Hours: 9:00 a.m. to 3:10 p.m.**
- **Students arriving after 9:15 a.m. are marked ½ day absent.**
- **Students leaving before 3:10 p.m. are marked ½ day absent.**
- Please phone the health office at 622-3231 ext. 37000 on the day your child is absent to report the absence. An attendance officer will call to see where your child is if the school is not notified. You must also send a written excuse to school stating the reason for the absence on the day your child returns. This written excuse should be brought to school each time he/she is absent. Please remember to write your child's name, date or dates of absence, and reason for the absence on the note. The school is required by law to have these excuses on record.
- New York State Law requires a written excuse or note from a parent/guardian stating the reason for the absence, which is due on the first day back to school. According to NYS Law, the following are examples of legally excused absences: sickness, death in the family, impassable roads, religious observances and doctor appointments. All absences are recorded as illegal until the excuse is received.
- If you are having difficulty encouraging your child to attend school, please notify your child's teacher.

## Attendance Interventions

Cairo-Durham has developed a checklist of school level interventions to address students with attendance concerns aligned to the guidelines below. Whenever a student exhibits the pattern of unexcused absences, tardiness or early departure, notice will be given to the parents in writing and/or by telephone and email communication in an effort to remediate the underlying problem.

(Note: Cumulative absence totals will follow the student throughout Greene county)

| <u>Number of Days Absent</u> | <u>Process</u>  |
|------------------------------|---|
| 5                            | <ul style="list-style-type: none"> <li>● The school principal or his/her designee will review the student's attendance.</li> <li>● Contact may be made to the parent/guardian at this time if deemed necessary</li> </ul> |
| 10+                          | <ul style="list-style-type: none"> <li>● Official attendance letter</li> <li>● Attendance officer contact parents/guardians</li> <li>● Attendance file created</li> <li>● Attendance interventions created</li> </ul>     |
| 20+                          | <ul style="list-style-type: none"> <li>● 2nd official attendance letter</li> <li>● Asst Principal contact parents/guardians</li> <li>● District Attorney notified</li> <li>● Attendance interventions revised</li> </ul>  |
| 30                           | <ul style="list-style-type: none"> <li>● 3rd official attendance letter</li> <li>● Building Principal contact parents/guardians</li> <li>● District Attorney involved and intervening</li> </ul>                          |

## Section D

# PBIS

# Behavior System

## Positive Behavioral Interventions and Support

### What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

### Core Elements of PBIS

- \* School-wide discipline practices and procedures.
- \* Cultivation of staff commitment for consistent implementation.
- \* Team-based planning and problem-solving.
- \* Use of building-based discipline and academic data to make decisions.
- \* An instructional approach to behavior and classroom management.
- \* Classroom management and behaviorally-based interventions.
- \* Comprehensive plans for individual students with intensive needs.
- \* Active participation of families, students and teachers.
- \* Integration with mental health and other community supports.

### Expected Outcomes for PBIS Schools

- \* Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff.
- \* Reduce discipline referrals and suspensions while increasing academic performance.
- \* Increase data-based decision-making about behaviors and academic skills to be consistently taught and reinforced across all school settings.
- \* Implement effective behavior and/or academic change plans for students with specific needs not being addressed by school-wide systems (5-15%) through problem-solving teams.
- \* Implement effective comprehensive supports/services/ interventions for students with the most intensive needs (1-7%).
- \* Identify students in need of primary, secondary, and tertiary mental health services and facilitate access to a range of flexibly designed and effectively provided mental health services

## Cairo-Durham Elementary Student Code of Conduct

| <b>Location</b>  | <b>Be Respectful</b>           | <b>Be Responsible</b>                  | <b>Be Safe</b>                   | <b>Be Kind</b>                       |
|------------------|--------------------------------|--|----------------------------------|--------------------------------------|
| <u>Bus</u>       | Listen to bus driver           | Stay seated with your belongings       | Quiet voice                      | Be friendly                          |
| <u>Hallway</u>   | Quiet, people are working      | Always walk                            | Face forward at all times        | Keep your hands and feet to yourself |
| <u>Classroom</u> | Follow teacher directions      | Be a learner                           | Use supplies properly            | Be helpful                           |
| <u>Specials</u>  | Follow their class rules       | Be ready to learn & participate        | Listen to directions             | Smile and listen                     |
| <u>Bathroom</u>  | Flush                          | Use the bathroom and get back to class | Wash your hands                  | Give others space                    |
| <u>Cafeteria</u> | Stay seated, use indoor voice  | Eat and clean up after yourself        | Only touch and eat your own food | Say please and thank you             |
| <u>Recess</u>    | Listen carefully to directions | Follow recess rules                    | Keep hands and feet to yourself  | Include others                       |
| <u>Assembly</u>  | Sit quietly, eyes forward      | Listen to speaker                      | Stay in your bubble              | Smile and be happy for others        |

# BEHAVIOR MANAGEMENT

## *LEVEL I Behaviors*

**Level I** behaviors are minor rule violations that will result in an immediate verbal correction with possible consequence. These types of behaviors are handled within the classroom:

|                        |                                     |
|------------------------|-------------------------------------|
| Running in the halls   | Disruptive transition               |
| Unsafe/Rough play      | Play fighting                       |
| Non-directed Profanity | Electronic equipment/toys at school |
| Out of assigned area   | Unexcused tardy                     |
| Chewing gum            | Insubordination                     |
| Classroom disruption   | Put down                            |

### **Procedure**

1. Students who engage in Level I behaviors will be asked to identify inappropriate behavior and describe the appropriate replacement behavior.
2. Students may receive a mild consequence delivered by the teacher or staff member designed to discourage the inappropriate behavior from occurring in the future. The referring teacher makes Parent/guardian contact.
3. The documentation form must be used for Level I. A copy should be forwarded to the office and parent.

Consequences for Level I behaviors may include but are not limited to:

Verbal correction  
Time out within the classroom  
Apology  
Loss of privileges  
Detention  
Parent Contact  
Restorative discipline

## *LEVEL II Behaviors*

When the above mentioned methods fail and extreme and/or persistent behaviors are an issue, the behavior would then be classified as **Level II**. Level II behaviors are more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence, and a written Level II/III form that is signed and shared with the student's parent. Parent/guardian contact is made by the administration.

|                          |                     |
|--------------------------|---------------------|
| Chronic Level I behavior | Cheating            |
| Inappropriate touching   | Harassment/Bullying |
| Spitting                 |                     |

Consequences for Level II behaviors may include but are not limited to:

|                        |                      |
|------------------------|----------------------|
| Verbal correction      | Time Out             |
| Loss of privileges     | Apology              |
| Detention              | Behavior Contract    |
| After-School           | In-school Suspension |
| Restorative discipline | Parent accompaniment |

## *LEVEL III Behaviors*

Serious fighting, harassment, and verbal abuse violate the dignity, well-being, and safety of another person. These behaviors will not be tolerated. **Level III** behaviors may result in suspension but may also be corrected using a variety of logical consequences. Parent/ guardian contact is made by the administration.

|                           |                            |
|---------------------------|----------------------------|
| Chronic Level II behavior | Severe Harassment/Bullying |
| Theft                     | Student Threat             |
| Vandalism                 | Abusive/Directed Profanity |
| Possession of weapons     | Fighting                   |

Consequences for Level III behaviors may include but are not limited to:

|                      |                                |
|----------------------|--------------------------------|
| Verbal correction    | Apology                        |
| Loss of privileges   | Suspension from school         |
| Detention            | Parent escort at school/events |
| After-School         | Restitution                    |
| Behavior contract    | Time Out                       |
| In-School Suspension |                                |

## Section E

# Positivity Project



**THE  
POSITIVITY  
PROJECT**

The Positivity Project is a 501c3 non-profit organization dedicated to helping America's youth build stronger relationships by recognizing the character strengths in themselves and others. Their vision is to create citizens and leaders who will enhance our communities and country by internalizing the belief that "Other People Matter." Positive psychology's scientifically validated 24 character strengths serve as its foundation. Positive psychology teaches that people have all 24 strengths within them – and that character is not just skills or behaviors, but rather an intrinsic part of each of us.

The Positivity Project is not a program with strict guidelines. Instead, it educates teachers on the character strengths and relies on them to teach in a way that best meets their students' needs. It is a school-wide endeavor, grounded in the consistency of daily classroom instruction. Their model is holistic; it incorporates students, educators, and parents through regular interaction with character strengths vocabulary and concepts.

The project will help educators instill vocabulary and the meaning of the strengths through explicit teaching of each strength for 10 minutes per day. Schools will dedicate 1-2 weeks to each strength to help students understand them through definition, examples, discussions, and exercises. Schools and educators are encouraged to tailor the materials for their own best use, as they know their students and curriculum better than anyone else.

### **How can you help?**

We would love for you to take an active role in your child's character strength education. By using the character strengths vocabulary and having discussions about the concepts, you will help your child understand the character in themselves and others in a different light. You can follow our social media handles to see what we're doing each day – and please feel free to reach out for more information or visit [www.posproject.org](http://www.posproject.org)



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## 2019-20 CAIRO-DURHAM ELEMENTARY P2 CHARACTER STRENGTHS CALENDAR

1. **8-14 Sep - Other People Matter Mindset (OPM2) - Intro Week**
2. 15-21 Sep - Curiosity
3. 22-28 Sep - Teamwork
4. 29 Sep - 5 Oct - Open-Mindedness/Judgement
5. **6 -12 Oct - OPM2 - Being present and giving others my attention**
6. 14 - 19 Oct - Integrity/Honesty
7. 20 - 26 Oct - Perspective
8. 27 Oct - 2 Nov - Creativity
9. 3 Nov - 9 Nov - Bravery
10. **10 Nov - 16 Nov - OPM2 - Knowing my words & actions affect others**
11. 17 - 13 Nov - Gratitude
12. 24 - 30 Nov - Gratitude
13. 1 - 7 Dec - Kindness
14. 8 - 14 Dec - Humility
15. 15 - 21 Dec - Self-Control/Self -Regulation
16. 5 - 11 Jan - Optimism/Hope
17. 12 - 18 Jan - Prudence
18. 19 - 25 Jan - Perseverance
19. **26 Jan - 1 Feb - OPM2 - Supporting others when they struggle**
20. 2 - 8 Feb - Forgiveness
21. 9 - 15 Feb - Love
22. **16 - 22 Feb - Wildcard/Make -Up**
23. 23 -29 Feb - Enthusiasm/Zest
24. **1 - 7 Mar - OPM2 - Cheering others' success**
25. 8 - 14 Mar - Social Intelligence
26. 15 - 21 Mar - Love of Learning
27. 22 - 28 Mar - Fairness
28. 29 Mar - 4 Apr - Humor
29. 5 - 9 Apr - Humor cont.
30. **19 - 25 Apr - OPM2 - Identifying & appreciating the good in others**
31. 26 Apr - 2 May - Appreciation of Beauty & Excellence
32. 3 - 9 May - Purpose
33. 10 - 16 May - Leadership
34. **17 - 23 May - Other People Matter Mindset (OPM2) - Outro Week**

## Section F

# CURRICULUM

The elementary school program is designed to develop students' confidence in themselves as learners and to instill in them a love for learning and a desire to learn. The program helps students develop the knowledge, skill, and attitudes needed to communicate effectively in the world around them.

Students will engage in a variety of themes and other studies that require them to read, write, and research topics on the internet, investigate, converse, design, create, analyze, share and present information and opinions to find solutions. While elementary academic areas are often integrated, the following general time and emphasis guidelines are typically followed:

**Language Arts** - (reading, writing, spelling, etc.) 2-2 1/2 hours daily

**Mathematics** - K & 1<sup>st</sup> Grade 1 hour daily – 2<sup>nd</sup>-5<sup>th</sup> Grade 1.5 hours daily

**Science/Social Studies** - 3+ hours per week (Integrated into Language Arts or Math)

In addition, health, safety, computer literacy, penmanship, and special projects are integrated throughout the day in both classes and special areas. The core classroom curriculum typically include the following:

### **Language Arts**

Language arts involve students in extensive reading and writing activities in a workshop format designed to develop language competence and skill through literature. Students often choose their own reading materials and topics for writing. The emphasis is to encourage students to love literature and to use reading and writing effectively to express their understanding of what they have learned. Students will be encouraged to write on a variety of topics and on various genres. Cairo-Durham Elementary utilizes the Lucy Calkins reading and writing project. The Fountas and Pinnell Benchmark is given three times per year to monitor reading progress.

### **Science & Social Studies**

Science and Social Studies programs are based on the New York State standards. The curriculum encourages student inquiry and uses hands-on activities to foster curiosity and healthy skepticism. Students read widely, use a variety of resources, and write often to extend their understanding and knowledge of the world around them.

### **Mathematics**

Mathematics places an emphasis on problem-solving skills to develop an understanding of math concepts and applications. Students are presented with situations or problems that require mathematical thinking. Practice in arithmetic is also provided to develop computation skills. They

are encouraged to think and talk about mathematical tasks and to seek multiple solutions to problems. Cairo-Durham Elementary utilizes Everyday Math in kindergarten and Mymath in grades 1-5.

### **Technical Literacy**

Technical literacy is developed in the elementary school program through the introduction and use of computers and technological tools. These resources are used in the classroom, computer lab and school library program. All third through fifth graders are involved in pursuing on-line research projects, gathering data and sharing information with peers.

### **Health**

Health is designed to provide students with a comprehensive program that meets all state mandates. The kindergarten through fifth grade curriculum presents a total prevention approach to health education and introduces students to a variety of health, nutrition, substance abuse, maturation, and related decision-making issues which are addressed at the appropriate level.

## **Special Areas**

All kindergarten through fifth grade students receive instruction and participate in art, music, library and physical education classes.

### **Art**

The art program is designed to help develop students' understanding of art through hands-on experience with imaginary and realistic design programs.

### **Music**

The music program is designed to foster students' ability to enjoy and understand music. All students receive general music instruction at least once a week. In addition, fourth and fifth graders have an opportunity to learn to play a musical instrument and may participate in band and chorus.

### **Physical Education**

The physical education program includes activities in basic and creative movement, rhythm and dance, gymnastics, perceptual- motor skills and lifetime sports. Games are introduced to develop skills for individuals and to teach sports.

Physical Education class requires all students to wear sneakers. Sneakers must have laces that tie properly, or Velcro straps that fasten firmly. Some sneakers have zippered fronts and some are of the slip-on variety. If these styles are worn, they must fit snugly to your child's feet.

Sneakers must have flat bottoms. They may not have open toes, open backs, or any metal hooks or similar fasteners. Hard soled shoes, soft soled shoes, work boots, hiking boots, "sneaker" boots, or "sneaker" sandals are not acceptable types of footwear for physical education class.

All students are expected to remove jewelry for physical education classes. It is a good idea to not wear jewelry to school on days that students have physical education class so as to ensure it is not lost.

### **Physical Education Excuses**

A student may have two “medical” physical education excuses per month, without a doctor’s note. These are given at the discretion of the school nurse. Students should obtain these excuses prior to the start of the school day if at all possible.

### **Library**

The library program encourages students to use the school library to borrow books, pursue a particular interest, conduct research and work on assignments. Students receive regular instruction in how to use the library to locate information. The school library/media specialist works with classroom teachers to assist in extending the curriculum through access to technology and other library resources.

### **Non-Print Materials**

Non-print materials such as films and videos may be used to enhance or reinforce student understanding of course content. Films and videos can be a valuable addition to the school program when they make concepts more accessible, widen student perspectives, or illustrate media techniques. Materials are viewed by school staff to ensure the appropriate -ness to the curriculum. Parents will be notified in advance of non-print materials used in health units and other potentially sensitive materials, so that students may be excused or obtain alternate assignments, if her/his parents have serious objections.

## **Enrichment Activities**

A variety of enrichment activities are available to students according to their special interests, talents and needs. The programs offered often emerge from the curriculum. Each school offers a variety of long-term and short-term activities, courses and independent studies to enhance student knowledge, creativity and inquiry skills.

The regular classroom program is carefully designed to provide challenges and opportunities for all students to expand their learning and thinking skills. Students are recommended for enrichment activities based on performance as well as interest.

## **Homework**

Homework is designed to give students an opportunity to practice the skills they have learned in class, to develop the habit of organizing and using time effectively, to apply knowledge learned in school and to prepare for further learning.

**Reading** - Students are expected to read or be read to at least 20 minutes each night.

**Mathematics** - Most students will receive homework in mathematics each day.

Students should generally be able to complete their math homework independently. Parents are urged to support the development of sound homework habits so that students complete their assignments to the best of their ability. Be positive and assist your child when necessary. Always consult your child’s teacher if the homework assignments seem too difficult or completing assignments becomes a consistently stressful event.

## Assessment Testing

The school uses the online program iReady to administer academic diagnostics throughout the school year, and we administer math and ELA benchmarks three times a year. Teachers continually assess student performance through observation, conferences and review of written work or formal assessments.

In New York State, third, fourth and fifth grade students will be tested in English Language Arts and Mathematics. Fourth graders will also be tested in science. These assessments are intended to help students reach higher standards of learning and to focus on basic skills and their applications. The results of these tests are reported annually on the NYS School Report Card.

## Parent Conferences & Report Cards

One way teachers and parents work together to help children succeed is by sharing information. Parent conferences are an effective means of accomplishing this goal. Teachers not only discuss their expectations, but invite parents to share their own insight about their child as a learner. Together, teachers and parents use this time to set goals for the student. All parents are expected to attend the parent conferences in the fall. A spring conference is optional and may be requested by either the teacher or the parents.

In addition to parent conferences, interim reports and report cards are provided to parents with a clear picture on how well their child is meeting the goals set for him/her.

Finally, parents are kept informed through personal contact, notes, and phone calls. Parents should always feel free to contact the classroom teacher for a meeting anytime during the school year.

## Section G

# HEALTH

## Communicable Disease Control

Always notify the school nurse if your child is diagnosed with a communicable disease. Once alerted to a communicable disease, the nurse works to prevent its spread. From time to time notices will be sent home with students alerting parents of specific health problems. Please take the time to read these notices and follow any directions that relate to your child. Communicable diseases include: Measles, Impetigo, German Measles, Athlete's Foot, Strep Throat, Chicken Pox, Ring Worm, Mumps, Whooping Cough, Scabies, Head Lice, Scarletina, Pink Eye, Scarlet Fever, Flu.

## Dressing for Recess

Protect your child with suitable clothing in wet or cold weather. He/she will need a warm jacket/coat, boots, snow pants, gloves and hat for outdoor recess during the winter months. All children will participate in outdoor recess unless excused by written request from your doctor.

## Emergency Contact Information

Emergency information is required on the contact forms that are sent home on the first day of school each year. Please return these forms promptly. They are extremely important should we need to contact you in case of an emergency. If any changes in emergency contacts or phone numbers should occur during the school year, please notify the main office in writing.

## Health Screening & Physical Examinations

A continuous health record is kept on your child during his/her entire school life. All new students, Pre-K, Kindergartners, 1st, 3rd and 5th graders are required by law to have a physical examination, which includes Body Mass Index (BMI). It is recommended that you have this completed by your family physician. If a student has not had a documented physical, the school physician will conduct physicals in the Health Office. All students are checked annually for height, weight, vision and hearing. At some time during their elementary years, students are screened for color perception and farsightedness. 5th Grade girls are also examined for scoliosis.

## Immunizations

The New York State Required Immunizations for School Entrance/Attendance can be found on our [Health Office webpage](https://www.cairodurham.org/node/4151) here: <https://www.cairodurham.org/node/4151>

## Injuries

If your child has suffered an injury requiring medical attention, we need a note from your doctor as soon as possible with the following information:

Type of injury

Limitations of activity

When he/she can return to activity

It is important that we know of any physical limitations your child might have so we can provide for his/her safety.

## Physical Education Excuses

A student may have two "medical" physical education excuses per month, without a doctor's note. These are given at the discretion of the school nurse. Students should obtain these excuses prior to the start of the school day if at all possible.

## Sickness

If your child wakes up with reddened, oozing or crusty eyes or ears, please see a doctor. If your child complains of illness during the night or before starting for school in the morning, has a sore throat, swollen glands, has vomited, or had a rise in temperature, he/she must be kept home for 24 hours. They can return to school when fever-free for 24 hours without Tylenol or Ibuprofen.

## Medications in School

Although every effort should be made to arrange to give medications outside of school hours, there are many times during the school year that school personnel are called upon to administer medication to students. Although we would be more than happy to comply with this request, the State Education Law prohibits any school personnel from administering medication without an order of approval from the parents and the doctor. **This includes prescription medications and also non-prescription medications such as cough drops, Tylenol, etc.**

We are concerned about the health and welfare of your child as much as you are. With the following plan we are able to comply with your wishes as well as those of your physician.

1. A written order by a physician specifying the diagnosis, medication (possible side effects), dosage, frequency, route and the time element for administering the medication.
2. A written request from the parent requesting the administration of such medication by school personnel and the time to be given.
3. The family must provide the medication in the original prescription bottle, tube, or container that clearly states the date, name of child, physician, dosage and frequency.
4. Parents or an adult must bring the medication and completed medication authorization form to the school. Children are not to bring medications to school on the bus. **This includes all non-prescription medications, including cough drops, Tylenol, etc.**
5. Please provide an empty, labeled, medication bottle for use in transporting medications on field trips, etc. Please ask your pharmacist for an empty duplicate bottle for school.

## Section H

# POLICIES & PROCEDURES

### Access to Records

Under the Freedom of Information Law, parents have a legal right to view any and all documents in a child's permanent record. If you would like to review this material, please contact the main office for an appointment.

### After School Activities

Students may choose to participate in a number of extra-curricular activities such as intramural sports, language arts, math programs, etc. Parental permission is required.

### Afternoon Pick-Up Procedure

1. Please arrive to the school by 3:05 p.m. in order to sign out your children for 3:15 p.m. dismissal. We are asking that you please be on time so those children on the everyday pick up list are not called to the office. **Parents/guardians will not be allowed in the building until 3:00 p.m.**
2. We will absolutely not be calling students for dismissal after 3:00 p.m. for early pick up. You will have to wait in the Multi-Purpose Room for your child for regular dismissal. Please schedule all doctor's appointments before 3:00 p.m. or after 3:30 p.m. Having students dismiss between 3:00 p.m. and 3:15 p.m. makes dismissal extremely difficult for all of our faculty and staff. Any students picked up prior to 3:00pm will be marked for a ½ day absence.
3. All students must be picked up inside of the Multi-purpose Room (MPR). **Parents/guardians must remain in their until your child enters the MPR from the classroom.** This is a safety issue – we must keep the hallway clear for classes to move through until dismissal starts.
4. You must leave the school building immediately upon receipt of your child to ensure the halls are clear for dismissal.
5. This procedure is subject to change based on compliance by those picking up students at dismissal.

### Animals in School

No animals or pets are to be brought to school. No pets or animals are allowed on the school bus. If a student is carrying a caterpillar, butterfly, etc. to school on the bus, it must be in a tightly covered box or plastic container.

## Breakfast & Lunch Program

Students are offered a nutritionally balanced breakfast and lunch daily. The cost is listed in the monthly menu, which is sent home with students. Forms to apply for reduced or free breakfast or lunch are available in the main office. Students whose family income falls within federally designated levels are eligible.

## Building Improvement Team

The Building Improvement Team (BIT) is a component of the Cairo-Durham Shared Decision Making Plan. At each building, representative staff members and parents comprise the BIT. The purpose of the BIT is to assist with school operations, coordinate district priorities and policies, and help create a positive learning environment. Meetings are typically held once a month.

## Building Use

The school buildings are widely used by community non-profit groups. When a non-profit organization would like to use a school facility, contact the main office for information on availability and building use permits.

## Cell Phone

If parents require, students are permitted to bring a cell phone to school. It must remain in the students backpack and be turned off. If a students phone is deemed a distraction or interfering in the educational process, it is to be taken from the student. The faculty or staff member has the discretion to return the phone to the student, or require a parent or guardian to pick it up. At public events all parents are requested to turn off cell phones, so as not to disrupt the event.

## Computer & Internet Use

All students are granted access to computers and the internet in accordance with the District's policies and curriculum. Parents/guardians can opt out of this access by signing the reverse permission slip available in the main office.

School computers may only be used to help perform academic work, to explore educational topics, to conduct research projects, or to contact others for educational purposes

Students will be supervised when they access the internet. The school staff will take every reasonable precaution to ensure that a student will not access objectionable material. Instruction for students will emphasize that they should not provide personal information or agree to meet with strangers from the internet. Students should notify the teacher immediately if someone on the internet requests personal information, asks to meet them, or if they accidentally access objectionable material.

## Dress Code

Students are expected to be dressed appropriately for school and its activities each day. Students wearing clothing deemed inappropriate will be asked to change. Inappropriate clothing examples would include backless shirts and/or ill fitting clothing (too large, too small, too revealing). Hats, bandanas, visors or any other items like this are not to be worn in school either. Attire must be conducive with and not disrupt or inhibit any child's participation in the educational process.

## Dropping off Items to Students

If you are dropping off an item to your child (i.e. sneakers, lunch, cupcakes), the office will call the child from class to pick the item up in the main office. This is a matter of precaution to ensure everyone's safety. Your cooperation in this matter is greatly appreciated.

## Field Trips

Field trips are designed as extensions of the curriculum to enhance and expand classroom learning. Throughout the school year, classes will be taken on field trips. Each student must have a Field Trip Permission Slip signed by a parent/guardian on file in school to be able to participate in field trips. Parents will be notified in advance of these trips. Limited space is available on any given field trip and therefore the number of chaperones must be limited. Chaperones will be selected and notified by the classroom teacher. Chaperones for these trips are expected to supervise students placed in their charge and follow the same guidelines as they would at school events.

All school policies apply while on field trips as they would at school. In accordance with school policy, students are expected to use school transportation both to and from school sponsored events. If you wish for your child to return from a school sponsored event with you rather than by way of district transportation, the school must be notified in writing.

## Instructional Support Team

Instructional Support Team (IST) serves as a resource for parents as well as teachers as they try to meet some of the more unique needs and abilities of students in our school. This multi-disciplinary team is composed of professionals, such as teachers, school nurse, speech therapist, special education teacher, and the Principal. At some time, you or your child's teacher may need to consider a referral to the IST. The IST, together with parents and your child's teacher, may develop some educational interventions that will further enhance your child's success in school. This may include support services or a change in instructional strategies.

## Insurance

In the event that your child is injured in a school related accident, the school is providing insurance coverage for all of the children in the district. The coverage provides for reimbursement of medical expenses on an "excess" basis, if your child should be injured under the following circumstances:

- While attending regular classes or school sponsored activities.
- While traveling between your home and the school for any of these activities.

However, in an effort to keep costs down and still provide your child with adequate protection, our policy will be "excess" over other insurance coverage. This means that whenever hospitals or surgical charges are part of your claim, benefits will be paid only for that part of the expense which is not covered by your own insurance plan. For example, if your child's injury involves either hospitalization, or emergency room treatment at the

hospital, this coverage will pay only that portion of the bill which is not covered by your other insurance.

If surgery should be required (this includes fracture care and suturing of lacerations), the fees charged by the surgeon and the anesthetist will be covered to the extent of the amount not paid by your own insurance plan.

Remember, in the event of an accident, you must file the claim first with your own insurance company. After you receive a response from your insurance company as to the amount they will pay, send that form with the school accident report "Notification of Injury" to the address indicated. Be sure to complete Part II.

## Issues Resolution Process

### **How to Appropriately Communicate With School Officials**

Everyone benefits when the proper chain of command is followed. We respectfully request that if you have a classroom issue or academic concern, you first consult your child's teacher or the staff member in charge of the program in question. If the issue cannot be resolved at this initial level, you have the option to appeal to a higher authority, following the chain of command illustrated in the chart below:

### ***Chain of Command***

**Parents/Community Members**  
**Classroom Teacher**  
**Assistant Principal**  
**Building Principal**  
**District Superintendent**  
**Board of Education**

## Lost & Found

The school maintains a lost and found area in the Lg. Cafeteria. Please take a moment when you are in the building to look for your child's missing belongings. It is helpful to label your child's belongings with his/her name, grade, and teacher's name.

## Monthly Newsletters

Each month a school newsletter is sent home to inform parents of all activities, events, dates and other important school information.

## Parent-Teacher Association-PTA

PTA-Parent Teacher Association conducts monthly meetings to coordinate special programs for students and fund-raising activities, as well as parent information programs and discussions of educational issues and advocacy. Every family is encouraged to join the PTA. Volunteers are always needed.

## Photography

Occasionally students may be photographed in the academic setting by the district staff. These photographs are intended for use in district publications and/or within school building websites to help inform the public about the district's academic program or to highlight student accomplishments. Because written permission for any group to photograph students must be documented, parents are not allowed to take photographs in the classroom setting.

## Release of Students

According to the Board of Education policy, children may be released from school to authorized persons ONLY. Each year parents will be asked to designate in writing any persons who are so authorized. When your child needs to leave school during the day for any reason, such as a doctor's appointment, you MUST come to the main office to sign him/her out. If returning the same day, it is necessary to sign in. It is always helpful to send a note to the teacher with this information as well. Schools are busy places and we need to know where each child is at all times.

## Recess & Snack Time

The district continually reviews and evaluates its guidelines to ensure that students are provided with information and activities that promote a healthy lifestyle. Our staff encourages healthy snacks of vegetables, fruits or cheese and crackers, for those classes that have snack time. Exercise and proper diet help children to be better prepared and focused for the learning that takes place in and out of the classroom. All students are given 20 minutes of recess time daily. We ask for your cooperation by having your child come to school dressed appropriately for the weather.

## School Closing Procedures

The following procedure will be followed if weather conditions necessitate school closings, delayed school openings, or early dismissal. The announcement will be made over the following radio and television stations:

### **School Closing**

If it is necessary to close schools due to adverse weather or emergency conditions, the announcement will be made on the following stations:

|         |            |
|---------|------------|
| WCTW    | 98 FM      |
| WGY     | 810 AM     |
| WRGB-TV | Channel 6  |
| WNYT-TV | Channel 13 |
| WTEN-TV | Channel 10 |

You can also go to our website: [www.cairodurham.org](http://www.cairodurham.org) to sign up for text alerts.

### **Delayed Opening**

Should weather conditions be such that school might be able to open safely later than the regular starting time, notices of such starting time will be broadcast on the radio and television stations listed above.

### **Early Closing**

If weather conditions necessitates the closing of school earlier than the regular dismissal, such notice will be broadcast over the media stations listed above. In such cases the Middle/High School will be dismissed first, followed by the release of the elementary school students. Please do not call the radio stations, television stations, or the schools to determine if school will be delayed or closed. Please listen to one of the stations listed. Announcements will be made at regular intervals. If schools are closed early, all evening activities are automatically canceled.

## **Sexual Harassment**

The Board of Education is committed to safeguarding the right of all students to a learning environment that is free from all forms of sexual harassment. Sexual harassment is a violation of federal and state law and School District policy and will not be tolerated. Any concerns should be reported immediately to the Superintendent.

## **Smoking on School Grounds**

Due to the health hazards associated with smoking, in accordance with federal and state law, the Board of Education prohibits smoking or other tobacco use in all school buildings, school property, or at school sponsored events, including field trips.

## **Student Drop Off/Pick Up**

Students who do not ride the bus are not to be dropped off before 8:45 a.m. Between the hours of 8:45 and 9:00 a.m. students are to wait in the large gym. They may then go to breakfast or wait there until the bell rings. Students are not allowed to go to their classrooms until the bell rings at 9:00 a.m. In an effort to help children develop independence, we do not allow parents to walk their child to his/her classroom or through the halls.

If you elect to pick your child up at the end of the school day, you will need to be to school by 3:05 p.m. Beginning at that time a school official will be available in the school lobby where you can sign your child out. Please be aware identification will be required. You will then go to the cafeteria to wait for your child. Students who have been signed out will be called to the cafeteria over the school PA system to meet you there. If you arrive after school has been dismissed you still have to sign your child out. You will not be able to go to the child's classroom or bus to pick him/her up.

Please make sure that the office has an updated record of those individuals you authorize to pick up your child. The office will not release your child to unauthorized individuals under any circumstances.

## **Students with Disabilities**

The Cairo-Durham School District has a continuum of educational programs for students with disabilities. Based on individual physical, social, academic and/or management needs and abilities, a student with disabilities is provided an IEP (Individualized Educational Program) with placement in the least restrictive environment. The district provides a comprehensive educational program and a

wide range of services and/or modifications so these students may be successful learners along with their non-disabled peers. The Committee on Special Education, which includes parents in its membership, may provide consultation, educational assessments, and/or support services for our students with special education needs.

## Toys in School

Toys, electronic games, trading cards, radios, boomboxes, headsets, lasers, cell phones, etc. are disruptions to the learning process. These items are prohibited in school and on school buses. All such items will be confiscated and held in the office until a parent comes in to pick it up.

## Visitors & Security

When entering the elementary building you will be required to ring the bell at the window in the lobby. You will be asked by school personnel to state your name and business with the school to be let in. All visitors will need a driver's license to enter (If you do not have a driver's license, we will accept government issued ID). You will receive a visitor's sticker from our screening system upon approval. You must sign out with the office when leaving the building. This is to ensure the safety of everyone.

## Section I

# TRANSPORTATION

## Student Conduct on School Buses

In order to ensure their own safety and the safety of other students, as well as the safety of staff and general public, students must exercise self-control and behave in a non-disruptive manner while they are riding district buses. In order that the bus ride to and from school may be safe, the following rules must be observed:

1. Keep all noise at a low level.
2. Keeps hands, feet and all possessions to yourself.
3. Obey the bus driver.
4. Remain seated until the bus driver gives permission for you to leave.

Discipline problems will be referred in writing (pink slips) by the bus driver to the administration. The typical consequences for misbehavior are as follows:

### **First Offense:**

Student must have a conference with the Principal and/or Assistant Principal and a warning slip will be sent to parents or parents will be notified via phone call. Detention may be utilized.

### **Second Offense:**

Parents will be notified that the student has been denied transportation privileges for 3 days.

### **Third Offense:**

Parents will be notified that the student has been denied transportation privileges for 5 days.

### **Fourth Offense:**

The student will be denied transportation for 5 days and the matter will be presented to the Board of Education with a recommendation that a hearing be conducted to deny transportation privileges for the remainder of the school year if another incident is reported.

### **Fifth Offense:**

Superintendent's Hearing.

# Transportation Procedures

The staff in the Main Office and the Transportation Department would appreciate your help in making sure your child is on the correct bus every day. Since we are responsible for the safe transportation of over 500 students, it is important that parents and students follow a few simple rules.

1. The district provides transportation to and from school. Students will be dropped off at their home unless the school is informed that other arrangements are necessary.
2. In cases of emergencies, a written note is required when you request that your child be transported to a location in the district other than the normal drop-off point. (This includes going home rather than to a sitter.) Please note that changes in a student's drop-off point may be made for emergency purposes only. A student may not use district transportation simply to go to a friend's house. Students may not make any changes in their daily transportation arrangements without a note from a parent. **Permission over the phone is not valid and will not be accepted!**
3. If your child needs to change buses due to baby-sitting arrangements or an emergency situation, please make sure he/she presents a note in the office and has it stamped. We will keep the note, so we can verify that your child is on the right bus and we will give your child a copy to give to the bus driver.
4. If your child is changing buses for more than one day or for the rest of the school year, please indicate clearly the dates the note is in effect and the reason for the change. **Please make sure that the name, exact address and phone number of the person who will receive the child is on the note.**
5. Please be aware that we do not allow students to switch buses to go to a friend's house for a party, to play, or for community group meetings (i.e., 4H, Boy Scouts, Girl Scouts, etc.). Our buses do not have the spare capacity to allow this.
6. If you meet your child at his/her bus stop, please be there on time. If you are not at the bus stop on time, the bus driver will continue on the route and you will need to pick your child up back at the school.

## Bus Pass Procedures (Commonly referred to as a Bus Note)

- Parents can designate up to **two "permanent" AM pick up and two PM drop off** locations. **These should be established for the entire school year.** This will help accommodate families where parents reside in separate households and working families with day care providers or sitters.
- **"Daily" bus passes**, except for emergencies (to be approved by the building principal), **will be discontinued.** This still allows for multiple bus pick up and drop off locations, but **on an annually established basis only-not on a weekly or monthly basis.** The elimination of daily bus passes will help eliminate student confusion regarding which bus they need to be on

and will help **ensure students are safely delivered to the correct location.** It will also help with the efficiency of the bus runs as they will remain consistent. **This is especially important in the case of substitute bus drivers.**

We realize that even "permanent" locations may change over the course of the year, such as when a childcare arrangement changes or a parent changes jobs. In such cases we ask that parents establish the new "permanent" bus pass at least a week in advance, in writing. Verbal requests for such changes will not be accepted. Please contact the respective schools, the transportation office, or Cairo-Durham Website for the request form.

## **Riding Other Buses/Bus Passes**

There are numerous factors to consider before a student is allowed to ride a bus other than their assigned one, or get off at a different stop. If riding the late bus the student must be staying after for a school-approved reason and have a bus pass from the teacher/staff they are staying with.

- The requested bus stop needs to be on an established route.
- There needs to be adequate space on the bus for guest student(s).
- A student always needs a bus pass that is issued by their school to present to the bus driver. This pass must list the student name, bus stop location, and bus route.
- **Students will not be allowed to go to different locations for after school "play dates."**
- **Students will not be dropped off at places of business ( example- after school jobs or the Fitness Center for membership holders)**
- If a family is experiencing a 'daycare emergency', a bus pass can be issued at the discretion of the school Principal.
- If a student is getting on the bus in the morning at a stop other than his/her own, that student must have a note from the parent/guardian to do so to present to the bus driver.

All K through 5 students and special needs students – all grades **MUST** have an authorized person to receive them at their stop at the end of each day. The Transportation Department will need a list of any and all persons authorized to receive your child each afternoon. This can include babysitters, neighbors and students 12 years or older. A driver may ask for identification to verify an unknown adult.

The authorization form can be obtained at the Elementary School, Registrar's Office, Transportation Department, or Cairo-Durham Website. If you want your child to get off the bus without an authorized person to receive them and want them to be allowed to get off by themselves, please send a signed letter to the Transportation Department stating such.

## **Video Cameras on School Buses**

Video cameras may be used to monitor and record behavior on school district vehicles transporting students to and from school or extracurricular activities. Video recordings will be used primarily for the purpose of evidence for maintaining discipline. Each bus is equipped with two video cameras, one in the front and one in the back of the bus. As a safety precaution, two random bus videos tapes will be viewed by the administration each week. However, the district may use such recordings for any other purpose it deems appropriate. In instances when recordings are considered for retention, the district will comply with all applicable State and Federal laws related to personal records.



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