Meadow Pond Elementary School

Katonah Lewisboro Schools

 

MPES Family Handbook

2021-2022

**10/5/21**

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| A Letter from the Administration |

Dear Families,

Happy 2021-2022 school year! We are excited to partner with you this year and beyond.  This handbook should serve as a reference to the policies and procedures for Meadow Pond. We recognize that this year is unlike any other- a year that we are still figuring out how to keep our community safe and our students learning. While this handbook contains many important guidelines, please note that as we continue to receive updated information about the Covid-19 virus, we will be updating our policies as the year unfolds.

In a concerted effort to become more sustainable and respect our environment, the school and the PTO will continue to limit hardcopy mailings as well as backpack mail. Our district website: [www.klschools.org](http://www.klschools.org) contains important and timely information. From the Meadow Pond website, you can easily access the Meadow Pond information, as well as the PTO website. These websites are updated frequently and are valuable resources to families.

Our commitment this year is to be flexible and always be in constant communication with you. We want this year to feel as normal as possible while keeping everyone safe. We are looking forward to having you participate in your child’s school year. Whether you have a little or a lot of time, work inside or outside the home, are a veteran or a newcomer to our school, your input is encouraged, valued, and welcomed. We all benefit from having lots of voices and everyone’s participation. We welcome any other ideas you may have on how to incorporate your unique skills and talents into our school community. Please feel free to reach out to us anytime at with these ideas or thoughts on how we might further support your student.

I am personally very excited for my first year at Meadow Pond, as Dawn kicks off her 18th year in the District.

A big thank you in advance for your valued input and participation!

Soon,

Ashlyn Field, Principal Dawn Pomeroy, Assistant Principal

afield@klschools.org dpomeroy@klschools.org

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| Directory of District Personnel |

***DISTRICT ADMINISTRATION***

*District Office Hours: 8:00 AM to 4:00 PM*

Superintendent of Schools Mr. Andrew Selesnick 914- 763-7003

Assistant Superintendent for Instruction Ms Mary Ford 914- 763-7043

Assistant Superintendent for

 Human Resources Mr. Neill Alleva 914-763-7015

Assistant Superintendent for Business Ms. Danelle Flandrau 914- 763-7043

Supervisor of Transportation Ms Nora Beltran 914- 763-7232

Director of Special Services Ms Catherine McNulty 914- 763-7010

Assistant Director of Special Services Ms Bridget Becker 914- 763-7022

Director of Technology Mr. Christopher Nelson 914- 763-7080

***PRINCIPALS / ASSISTANT PRINCIPALS***

John Jay High School Steven Siciliano 914- 763-7212

Assistant Principals Kim Piccolino, Vincent Bell,

 Samir Biswas

John Jay Middle School Jeffrey Swiatowicz 914- 763-7502

Assistant Principals Monica Bermiss,

 Shantel Brooks

Increase Miller Elementary Kerry Ford 914- 763-7155

 Assistant Principal Michael Weschler 914- 763-7170

Katonah Elementary Cristy Harris 914- 763-7702

 Assistant Principal Kweon Stambaugh 914- 763-7705

Meadow Pond Elementary Ashlyn Field 914- 763-7902

 Assistant Principal Dawn Pomeroy 914- 763-7914

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| Board of Education/ Voting on School District Matters |

Board of Education

The Board of Education generally meets on the first Thursday of each month at 7:30 PM in the John Jay High School Library. Study sessions of the Board are usually held on the fourth Thursday. Specific meeting dates can be found in the district calendar and on the district web site. The public is welcome to attend these meetings and to participate during open forum. The agenda and minutes for the meeting are also available on the web site at [www.klschools.org](http://www.klschools.org). If you need to contact one of the Board members, please email them at:

BOE@klschools.org

President Marjorie Schiff

Vice-President Julia Hadlock

Trustee Dr. William Rifkin

Trustee Catharine Oestreicher

Trustee Elana Shneyer

Trustee Rory Burke

Trustee Elizabeth Gereghty

 JJHS Student Representative Abigail Stobin

Voting on School District Matters

The annual vote on the school budget, school elections, and other propositions is held early in May. For residents living in the Meadow Pond community, voting takes place at Meadow Pond Elementary School. To qualify for voting, a person must be at least eighteen years of age, a citizen of the United States, and a resident of the school district for thirty days prior to the vote. You are eligible to vote in school elections if you are registered or have voted in a district or in a general election once within a two-year period. If you are not registered, you may do so at the school office on any regular school day between the hours of 8:00AM and 4:00 PM.

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| District Mission Statement and Learning Commitment |

**Katonah-Lewisboro School District**

**Mission Statement**

A student-inspired, community-based center of educational excellence is to ensure that each student has a passion for learning and defines and achieves individual success in a dynamic, competitive global society through a system distinguished by:

* Highly motivated active learners who continuously assess their progress and feel joy in their accomplishments;
* Faculty and staff dedicated to the success of all students;
* Rigorous curricula and innovative approaches to instruction that honor the uniqueness in each student;
* Collaboration among school, home, and community to create a stimulating environment.

**Katonah-Lewisboro School District**

**Learning Commitment**

*In the KLSD, we will strive to create learning experiences for all students that are* ***engaging, relevant****, and take place in an* ***active learning environment.***

* What do intellectually **engaging** experiences look like? How do we ensure that we are encouraging student curiosity, providing an individually appropriate level of challenge, moving towards increasing levels of independence and offering effective feedback?
* What are relevant learning experiences? How do we ensure that lessons have purpose beyond test results and make recognizable connections to the lives of our students?
* What is an active learning environment? How do we ensure that all students participate in collaborative, problem/project based activities that foster creativity, critical thinking, and increasingly sophisticated communication?

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| School Calendar |

The Katonah-Lewisboro School District Calendar includes scheduled holidays, meetings, and other events. This calendar is available online at our school website. Calendar information may be accessed on the Katonah-Lewisboro website at [www.klschools.org](http://www.klschools.org). under the calendar tab. If you have difficulty accessing the calendar, please contact the main office.

If you visit MPES website: [Meadow Pond Calendar Link](https://mpes.klschools.org/calendar?groupId=0eC731SFcqbe6rJ2cF1qgfa3tngzZJD6gOda_yxQOZM1)

This link brings you directly to the Meadow Pond calendar that lists our events and happenings at Meadow Pond.

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| Student Attendance/ Absence/ Lateness |

Regular attendance and punctuality in arriving at school are essential for a child to make continuous progress and to feel part of his/her classroom community. **PLEASE CALL THE SCHOOL AT 914-763-7950** **EVERY DAY YOUR CHILD WILL BE ABSENT FROM SCHOOL - FOR ANY REASON.** As required by NYS, a **written note** must accompany the child on the first day upon his/her return to school. If your child will be absent for an extended period due to covid, you can expect the work to be posted on schoology. If your child is absent due to sickness for the day, please feel free to call the school **in the morning** to arrange for work to be picked up.

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| Arrival and Dismissal |

School hours are 9:15 am – 3:40 pm.  We will start the year with the staggered bus and car drop off time.  While we will start the year with the same arrival and dismissal as last year, we may revise our plans based on traffic patterns and bus-ridership.   Please note that supervisory coverage is not provided before 9:10AM. Therefore, children being driven to school should not arrive prior to that time. Students who arrive to school after 9:25AM should sign in at the Main Office and receive a late pass to bring to their classroom teacher.

**For families who are driving, drop-off will be at the front entrance between 9:15 - 9:25 AM.**

* Parents/guardians are not permitted to exit the car in the driveway during drop-off.
* Students should be wearing a mask and have their backpack (and water bottles, etc.) ready in order to swiftly exit the car curbside at the designated location. Students should exit from the right passenger side doors only.
* Staff members will be available to assist.

*Please practice with your young child/ren the process of unbuckling, handling a backpack and exiting the car. Additionally, consider placement of car seats, boosters, etc. for the most effective way for your child to exit curbside at drop-off (and enter from curbside at pick-up). Thank you in advance with helping to keep the traffic flow moving smoothly and safely.*

**For families who are driving, pick-up will be at the front entrance between 3:20 and 3:30.**

In order to assist the staff with identifying a parent/guardian during pick-up, please write your child’s grade, teacher’s last name, and child’s first and last name on a sheet of paper (at least 8x11 inches) and tape it to the front windshield of the passenger side of the car.  Making this sign visible will help our process run smoothly.  See the following example:

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| 4th GRADE MS. GAZELLE PEPPA PIG  |

*Remember to make a sign for each car that will be used to pick-up your child! This system helps to move all the cars along at pick-up.*

**For students who are taking bus transportation**

* Your child’s bus number, pick-up and drop-off times will be available soon on your Infinite Campus Parent Portal account.
* Each child will ride their assigned bus to and from school.
* Bus notes will not be honored.  Students must ride their own buses home.
* Buses will unload students in the morning between 9:10-9:15. Buses will load students at Meadow Pond between 3:30 and 3:45 to return home.

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| Delayed Openings/ Closings/ Early Closings |

There may be times during the year when school will be closed because of heavy snow or hazardous conditions. When it becomes necessary to close the schools, announcement will be communitcated via the website and through out commimcation syste, Connect ED. Announcements will be make on local radio stations and Channgel 12 News if a power outage occurs. Occassionally during the winter months, situations arise when morning weather conditions are not severce enough to close the schools but road conditions are such that school buses experience difficulties and school opening is delayed.

The automated notificaiton system is only as effective as the accuracy of the information provided. If any of your contact information should change during the course of the school year, please notify the Meadow Pond office so they can update your records.

Delayed Openings

The school district uses an automated telephone system that informs parents and staff of school delays and/or closings. In such situations, your home telephone number will be called and an appropriate message conveyed. You may also telephone the district hot-line number at 914-763-7000, visit the District web-site at www.klschools.org, or tune into TV Cable News Channel 12.

**Please note**: During a delayed opening, all buses will arrive at their designated stops approximately two or three hours after their normal pick-up times based on the announced delay.

Early Closings

There may be times during the year that the school must close early due to unexpected situations. These may include dangerous weather conditions (heavy snow, projected hurricanes, iced roadways, etc.) or unsafe conditions at the school (fire, lack of heat, etc.). During these times, the school’s Early Closing Plan will be put into effect. If a change needs to be made to your child/children’s dismissal plan, this can be done through the parent portal. Please be sure this information is kept current.

In case of an unscheduled early closing or emergency dismissal, the school district’s automated telephone system (Connect ED) will telephone your home number. These calls will be placed simultaneously. The plan calls for each child’s family (or responsible party) to be contacted to alert them of the early dismissal. Parents must make every effort to include phone contact numbers where a responsible adult can be reached. These are courtesy calls only.

The following will occur:

Grade K

In an unscheduled early closing, no kindergarten child will be let off the bus at their designated stop unless a parent or authorized person is there to receive them. If no one is present to receive them, these kindergarten children will be brought back to the main office at school or will be taken to another facility if the building is an unsafe place to stay. Parents will be notified, and arrangements must be made by them as to who will come and pick up the child.

Grades 1-5

All children will be sent home as directed on the “Elementary School Emergency Information Form”, regardless if contact was successfully made. Contact will be attempted for every child.

*We respectfully ask that all parents abide by the plan they submitted at the beginning of the school year. Updates to the plan can always be made during the course of regular business hours throughout the year, but changes should not be made on the very day of the unscheduled early closing/emergency dismissal. Last minute “call-ins” jam the office phones and we simply cannot handle making changes in an effective manner.*

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| Building Security |

Security of Doors Before and After School Hours:

At this time, we are limiting outside visitors.

**Security of Doors during School Hours:**

All doors must remain locked at all times during the school day. Once students have arrived and buses have left, the front door will remain locked. Visitors must request entry by providing identification to the Security Greeter located in the inner vestibule. Once the visitor has provided identification, they will be given a visitor’s pass and be buzzed into the building. Visitors are asked to stay in the area that is indicated on their visitor’s pass. All visitors should return their visitor’s passes to the Security Greeter before existing the vestibule.

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| Bus Regulations and Safety |

Bus assignments, pick-up times, and locations are given to parents late in August. Questions regarding bus assignments should be directed to the District Transportation Department at 914-763-7232. Parents need to send notes to the school office with children who will not go home in the usual manner. Teachers are instructed that under no circumstances is a child to leave the school with any adult unless a permission slip has been approved by the office. Permanent change of bus or pick up point requires permission from the principal with consultation of the transportation department.

Please review the following transportation guidelines with your children:

* Leave home early enough to arrive at the bus stop on time.
* Wait in a safe place. Keep off the roads and highways.
* Watch traffic. Walk, do not run, to and from the bus.
* Respect the rights of nearby property owners.
* Remain in your seat and use inside voices while the bus is in motion. Changing of seats during the ride or between stops is not permitted.
* Always keep your head and arms inside the school bus.
* Be courteous to your driver and other passengers. Disruptions on the bus can cause accidents in which everyone on the bus can be harmed. Bus privileges may be suspended if this guideline is violated.
* Help keep the bus clean. There is no eating or drinking on the bus. It, too, is part of our environment.
* Destruction of bus seats or other equipment will not be tolerated. In addition to being charged for the damage, those responsible may have bus riding privileges suspended.
* Be alert to traffic as you get off the bus. Wait for the bus driver’s signal when crossing and walk ten feet in front of the bus so that the bus driver can see you.

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| Emergency Plans |

Emergency Evacuation

In a rare emergency, the school may have to conduct an emergency evacuation. In such instances, our automated phone system will notify you of the plan to send your child/children home. The phone system will call through the series of numbers that you have provided on through the parent portal. It is therefore essential that the information that you provide on your form be accurate and updated, as necessary throughout the school year. It is also imperative that you inform all contact persons that you have provided their name and number so that someone is available to receive your child in the case of this type of emergency.

Safety Drills

Under state regulations each school must conduct the following drills**: Evacuation, lockdown, lockout, severe weather, shelter in place,** and **shelter evacuation drills.** These drills will ensure that students and staff are prepared in the event of an emergency.

**Evacuation Drills** **(Fire Drills)**: At the sound of the alarm, all occupants must evacuate the buildings quickly and quietly. Classes are assigned holding areas at a safe distance from the building. Visitors should leave through the nearest exit. No vehicles are allowed onto the school grounds during fire drills.

**Shelter-In Place**: This is to shelter students and staff inside the building, and when necessary, students move quickly to inside wall areas in the building away from glass to protect themselves from severe weather (tornadoes, high winds and severe thunderstorms).

**Hold-In Place**: This is to limit movement of students and staff while dealing with short term emergencies. Under this condition, no individual will be allowed to enter or exit the building.

**Sheltering Site:** Each school in the district has a designated sheltering site that would be used during an emergency evacuation where students were not able to return to the building for either a short period of time or for the remainder of the day. The sheltering site for MPES is Stevens Memorial Church.

**Lockdown Drills:** The Lockdown Protocol should be utilized anytime there is a perceived or actual imminent threat inside the building. An announcement will signal the beginning of this drill to all staff and students. All people in the hallways will make their way to the nearest classroom or office. Teachers will lock their doors and gather students in a designated area.

**Lockout Drills:** A lockout is used when there is a threat to the school, students, and staff from outside the school and the school is the safest place to be sheltered. All students and staff return to the inside of the building. All exterior doors and windows are locked and blinds are closed. Individuals must show proper identification to an assigned person at the single point of entry.

All required drills will be conducted this year. Protocols will be implemented during our drills to ensure that social distancing and other health and safety considerations related to the COVID 19 pandemic are maintained.

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| MPES Guidelines |

**H**omework

The concept of homework includes not only practice in the skill subjects, but also short and long-range projects and recreational reading.

Each teacher determines the types of assignments to be given. Such needs are individual, and your child’s assignment may not be the same as that of another. Homework is the responsibility of the child. Parents should provide a place and a time for study, but the child should do the assignment with, perhaps, occasional help from parents. It is not expected that the parent “teach” the child new skills or techniques. If your child consistently does not seem to understand what to do or how to do the work, we urge you to contact the teacher by writing a note or calling the school as soon as possible.

The general time guideline for daily homework assignments is 10 minutes times the grade level (10 minutes of homework daily for first graders, 20 minutes for second graders, etc.). If a child routinely spends more time than is suggested for his or her grade level, parents should contact the teacher. Please remember that these are suggested guidelines. Teachers may choose to give assignments for projects that require more concentrated blocks of time or long-term planning. In addition, students are encouraged to read for pleasure each day.

At times during the year, we get requests for homework assignments because children are ill or because they are expected to join their families on vacation. We make a real effort to provide assignments for those with health problems that lead to long term absence from school. However, when parents voluntarily take children out of school for non-health related reasons, teachers should not be asked to provide assignments.

Lost and Found

Parents are urged to mark all articles with nametags or indelible ink. Found items will be kept for a limited time on the clothing rack opposite the cafeteria. Items not claimed for more than a few weeks will be donated to a local charity. Items not claimed will be posted on the PTO website.

School Supplies

A list of school supplies can be found on the Meadow Pond website. Student’s personal materials will not be shared this year in order to follow Covid health guidelines.

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| Lunch/ Recess |

Lunch

Families may pre-order FREE, bagged school lunches each Sunday for the following week. More information about how to pre-order will be sent to you in the near future.  Students will eat lunch outdoors whenever the weather permits. Beginning the first week of school, please have your child bring a towel or yoga mat to use during outdoor time.  We will make every effort to increase the distance between students during an inclement weather indoor lunch period.

Recess

Students will go outside daily for recess, weather permitting. Masks are optional during this time. Children will have the opportunity to play with their peers from across the grade level on the playground.

Children are expected to go outside at recess unless the weather is extreme, or the nurse has received a note from a child’s parent or physician stating otherwise. Children who have a medical excuse that excludes them from physical education class, (Physician note on file in the Health Office) will also be excluded from active recess.

Please be certain your child comes to school in clothing that is appropriate for outdoor play. If the temperature is less than or equal to 40 degrees, students will not be able to participate in outdoor recess if they are wearing short sleeved shirts or shorts. If there is snow on the ground, students must be appropriately dressed with hats, gloves and boots and snow pants in order to play outside in the snow. If the weather does not permit outdoor recess, the children play indoors for more contained social activities. The following rules apply during recess periods. The rules that apply are outlined in our “Code of Conduct” and parents are encouraged to review them with their child/children.

* Treat each other with respect.
* Use equipment properly.
* Line up to come in when signaled.
* Keep away from trees, plants, and flowers.
* Physical contact sports are not allowed.
* Students are not permitted to bring their own sporting equipment, i.e. balls, bats, etc.

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| Communication and Family- School Connection |

Communication

Communication and collaboration go hand in hand. If you have a question or concern, or wish to clarify an issue, please call the school or send in a note. Problems or concerns should be addressed first at the level of authority most directly affected. So, for example, a classroom issue should be brought to the attention of the teacher. If the problem/concern is not addressed, or if no attempt has been made to achieve resolution of the problem within a reasonable amount of time, it should then be brought to the attention of the next highest level of authority.

The chain of communication is 1) classroom teacher; 2) assistant principal, principal or their designee who may involve other support personnel; 3) assistant superintendent or superintendent; 4) Board of Education.

Two-way communication is a priority. Informal Coffees with the Principal are scheduled throughout the year, sometimes preceding PTO meetings. Newsletters are posted on the website along with email addresses of school administrators. Coffees and other forums are directed toward creating an open dialogue for discussions regarding educational issues, defining goals, formulating policy, and implementing and assessing activities to help students reach standards of excellence and enjoy their elementary school experience.

In an effort to be sustainable, the number of papers/messages on paper will be limited. Please check our school website for important information.

Our partnership with parents and families is valued and open communication is important to us. You may contact us by phone, email, or written note.

The District and school communicate in a variety of ways.

* District’s Connect Ed System: We use this system to send out school and District communications via phone calls, emails, and text messages. School events, notices, school closings, and family letters are among the types of communications sent out by District Administration, MPES administration, Technology Department, and Transportation.
* Classroom Teachers may send out communications via email, backpack, and/or phone call.
* Occasionally, information is sent by regular mail. School communication is generally with the parents or guardian with whom the child resides during the school week.

If a parent wishes to email a teacher, he/she will respond as soon as possible. Please be aware that teachers generally have limited time and access to email during the school day and may not be able to email back on the day received. Every attempt will be made to respond to email within 24 hours.

If you wish to speak via phone to a teacher, please call the main office so that a staff member may connect you. You may also call the teacher’s voicemail and leave a message. Please know that phone calls will not be directed into the classroom unless there is a scheduled appointment as instruction may not be interrupted during the school day.

When the main system is down, please refer to the district website for updates.

The main office is open between 8:00 a.m. and 4:30 p.m. Messages may be left on voicemail outside these work hours. A staff member will return your call as soon as possible.

# Communication Protocol

# During the course of the school year, questions or concerns can arise. If the question relates to a child’s classroom program, the first person to contact is the classroom teacher. Voicemail, email, or a note are means to communicate with the teacher. Meeting with the teacher might be helpful if the issue is complex.

# If the question relates to concerns outside the classroom, the Assistant Principal can be contacted through the main office.

If the question relates to a larger issue or if minimal progress is being made, the Principal should be the next step in the process. If the issue or problem is not resolved to the parent’s satisfaction, the Assistant Superintendent for Instruction may be contacted for additional assistance.

# Class Placement

Our goal is to form cohesive, balanced classroom groupings that provide students with maximum opportunities to learn. Our process for creating these groupings includes input from classroom teachers, special area teachers, clinical staff, Special Services, administration, and parents. Academic, emotional, and social development are factors in student placement.

Parents who may have specific information that they feel would be helpful to staff making placement decisions for the upcoming school year must submit input in writing to the Principal byMay 1. In fairness to all students, we cannot honor requests for specific teachers.

# Compact Team

The Commissioner of Education’s regulation 100.11 mandates that all school districts must develop and adopt a plan for the participation of parents and teachers with administrators in school-based planning and shared decision making. This plan is referred to as “The Participation Plan” and is part of the State’s “New Compact for Learning”. The Compact for Learning is a conceptual context and framework for local school district initiative. In recent years the Compact Team has been instrumental in arranging for author visits to the school, has supported student exposure to diversity through music and dance and has also supported a forum for teachers and parents to discuss homework and how we can best assist our students.

The Meadow Pond School Compact Team (SCT) includes the principal plus three (3) parents, three (3) teachers, and one (1) support staff member, each selected by his/her representative constituency by way of a process developed by that constituency. This decision making group meets in open session on a regular basis to address issues related to improving student educational outcomes. Meeting times are posted on the school’s website and the PTO website. The PTO holds an annual election for the PTO board, whereby nominations are accepted through a nominating committee in addition to self-nominated “at large” candidates. This election takes place in the spring of each year.

PTO

The Meadow Pond PTO is a group of parents, teachers, and administrators that strive to increase communication between home and school and to work cooperatively towards enhancing the educational experience of all our children. The PTO website includes information about the committees and events which result from this cooperation. Please visit [www.meadowpondpto.org](http://www.meadowpondpto.org) for more information.

PTO meeting dates are listed in the school calendar. In addition, reminders are sent home via email through a newsletters called “MaxMail”. Please make sure your directory information is up to date to receive communication from the PTO. Parents and teachers are encouraged to attend and participate in the meetings. Please feel free to contact any member of the PTO Executive Board if you have any questions.

**CURRENT PTO EXECUTIVE BOARD MEMBERS:**

 President Veronica Skrelja mpptopresident@gmail.com

 Vice President Lisa Roberts  mpptovp@gmail.com

Co-Vice President Jenn Castelhano mpptovp2@gmail.com

 Treasurer Joe Schuhow ptotreasurermpes@gmail.com Secretary Geri Dragone mpptosecretary@gmail.com

Teacher Representative Jason Briggs jbriggs@klschools.org

SEPTO

Katonah-Lewisboro Special Education PTO (SEPTO) is a district-wide Parent Teacher Association organized for the specific purpose of providing information and support to parents of all children, including those with special needs. We are a welcoming community of parents who support each other in this journey we share in raising a child with special needs. Please visit [www.klsepto.org](http://www.klsepto.org) for more information. **Katonah-Lewisboro Special Education Parent Teacher**

Parents of children involved in any aspect of Special Services provided by the Katonah-Lewisboro school district are encouraged to become part of the Katonah-Lewisboro Special Education Parent Teacher Organization (SEPTO). If your child is a classified student, is being considered for special services, or receives extra help through the resource program or speech and language program, you may wish to be a part of the Katonah-Lewisboro Special Education PTO. SEPTO is a support group for parents, providing information on the educational needs of children and a network for addressing questions and concerns parents have. SEPTO sponsors bi-monthly meetings, library resources, and a parent support network. A schedule and description of the meetings will be announced. All are welcome. For information call 914- 763-7024. E-mail: info@klsepto.org

2021-2022 SEPTO Officers

President, Angela Garofalo, pres1@klsepto.org

Vice President, Liz Mailman, vpevents@klsepto.org

Treasurer, Abbie Browne, treasurer@klsepto.org

Secretary, Alexa Ferreira, secretary@klsepto.org

Member at Large, Matthew Goglia

Meadow Pond Rep: Valerie Cancro, vcancro@optonline.net

Parent/Teacher Conferences

Communication between home and school is vital to the success of your child’s education. Scheduled conferences, both afternoon and evening, are held in November. We schedule one parent conference per child at those times. See the District calendar for specific dates. Appointments will be scheduled online after Curriculum Night using the website: ptcfast.com. Information about how to sign up for a Parent/Teacher Conference will be communicated via school communications. In addition, parents may request an appointment to meet with their child’s teacher if there are questions or concerns. Given health and safety considerations, we will update you regarding the format and procedure for our parent/teacher conferences this year.

Interim and Progress Reports

Children receive two Progress reports and two Interims per year. District communications will inform parents about their availability on Infinite Campus Parent Portal. Additionally, children receive progress reports in Art, Music, and Physical Education twice a year.

Volunteers

Due to health and safety considerations related to the COVID 19 pandemic, volunteers will be permitted outside of the school building at this time. Additionally, volunteers will be allowed in the building when students are not in session.

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| Curriculum and Assessments |

All curricula adhere to the New York State Department of Education guidelines and are enriched to meet both the collective and individual needs of students in the building. Our curriculum has been realigned to adhere to Common Core Learning Standards for ELA and Mathematics. A grade-level curriculum guide outline is posted on the district’s website.

Morning Meeting

Morning Meetings is a commitment to a belief in children’s capacity to take care of themselves and each other as they learn academic skills and social-emotional skills. Morning Meeting also creates opportunities for teachers to model these skills and give children valuable feedback. Time committed to Morning Meetings is an investment that repays through the sense of belonging and the skills of attention, listening, expression, and cooperative interactions developed as a foundation for every lesson, transition time, and learning opportunity. *All KLSD elementary classrooms will embrace a daily commitment to Morning Meetings.*

Purpose of Morning Meeting:

* Sets a tone for respectful and engaged learning in a climate of trust
* Builds and enhances connections among students and between students and teachers.
* Merges academic, social and emotional learning.
* Motivates students by addressing the human need to feel a sense of significance and belonging, and to have fun.
* Through the repetition of many ordinary moments of respectful interaction, enables some extraordinary moments.

A person who can demonstrate self-control and listen well, who can frame a thoughtful question and pose it respectfully, and who can examine a situation from a number of diverse perspectives will be a stronger learner.

Format:

The components intentionally provide opportunities for students to practice the skills of greeting, listening and responding, group problem solving, and noticing and anticipating. Practice of the four components gradually weave a web that binds a class together. Although there is much overlap, each component has its own purposes and structure. Morning Meetings can last up to a half hour and is four sequential components:

* Greeting- Students greet each other by name, often including a handshaking, singing, movement, and other activities.
* Sharing- Students share some news or information about themselves and respond to each other, articulating their thoughts, feelings, and ideas in an appositive way.
* Group Activity- The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
* Morning Message- Students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by their teacher.

Art

Our art program stimulates imagination, encourages creativity and promotes growth by exploring the use of a wide range of media, materials and techniques in a sequential and developmentally appropriate way. Students are introduced to drawing, painting, colors, sculpture, design, composition and art appreciation. Grade level projects are often inspired by the general curriculum and are displayed throughout the school for everyone to celebrate and enjoy.

Technology and Digital Resources

In January 2018, the BOE adopted a three-year technology plan to update and expand technology and digital resources throughout our district. In support of our KLSD Learning Commitment, the latest technologies are to be used when they can create learning experiences that otherwise could not be created – experiences that nurture imaginative, innovative, critical, and ethical thinking.

When used effectively, these technologies should affirm and advance relationships, enhance communication and collaboration, expand horizons, meet individual needs, and foster personal passions. While technology can increase efficiency and productivity, it should also nurture curiosity and creativity.

It is our commitment to make balanced and thoughtful use of technology while continuing to take full advantage of non-digital resources and all types of inspiring learning opportunities. We strive to prepare our students to be excellent communicators and learners in all environments, and to be thoughtful participants and creators in our world.

In our elementary buildings, the following resources are available:

* iPad devices issued to each student in the building. These devices for classroom activities and provide hi-speed access to a variety of software applications, digital resources and the Internet.
* A Lab Aide will be staffed in the building to provide support during lessons and to arrange activities throughout the day. This Aide will be scheduled from 8:45 am to 1:45 pm during regular school days.
* District Helpdesk. Please report any issues electronically using the helpdesk portal – an icon will be installed on all faculty laptops. Faculty can also call directly at extension 7073 or helpdesk@klschools.org.
* Parents with tech-related issues (other than Campus Parent), please call the Technology Help Desk at 763-7073.
* Parents and Students can also submit an online helpdesk ticket at the email address – studenthelpdesk@klschools.org.
* Faculty will be issued a laptop to be used as their primary computing device. Hi-speed Wi-Fi access will be provided using the KLSD-WIFI network. Use your district email and related password to connect to this network. To support the presentation needs of staff, all classrooms will be provided an Apple TV for wireless display capabilities.

Language Arts

Our curriculum has been aligned to the new CCLS with a greater emphasis on informational text. In conjunction with our balanced literacy program, we also integrate children’s literature, poetry, speaking and listening skills, and foster the development of lifelong reading and writing skills. We have partnered with Teachers College to support our writing program. Our teachers and students work with a consultant several times during the year and we use TC materials and resources. Beginning in the early grades, our program incorporates phonemic awareness, word work and comprehension skills. As vocabulary builds, trade books are introduced. In addition to reading workshops, children are involved in writer’s workshops that promote the development of related skills including editing and revision techniques. Literacy permeates much of what students do at school including the work done in other curricular areas. Our PTO and classroom teachers support and celebrate this work through various methods that enable each child to publish and share his/her writing.

Fundations

Fundations, a multisensory word study program, is used to provide explicit instruction to build foundational language skills. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students.

Mathematics

On June 2, 2016, the Board of Education adopted the enVsion Math 2.0 Program, by Scott Foresman and Addison Wesley, Pearson Publishing, for grades K-6 to reflect the CCLS. It emphasizes the application of knowledge and skills to solve problems. Children are encouraged to develop an understanding of concepts through the use of manipulatives and conversations about Math. Topics such as numbers, operations, probability, statistics, geometry and measurement are explored and form the core of the program.

Music

In music class, children experience playing and reading music and singing in harmony. Playing the recorder is taught in third grade. Optional instrumental music lessons are offered once a week beginning in fourth grade (instrumental and band instruments). Students in the instrumental program who qualify have the opportunity to perform in band and orchestra. Instruments are not provided by the school but rental/purchase of instruments can be arranged with independent music stores.

The Katonah-Lewisboro School District provides many excellent performance opportunities for our students. As a member of the New York State Student Music Association (NYSSMA), and its County unit, the Westchester County School Music Association (WCSMA), we often have students participate in NYSSMA/WCSMA sponsored solo and ensemble festivals. We are in compliance with the provision dealing with student participation. NYSSMA rules state that “An applicant/participant must be a participating member of his/her school music organization at the time of audition and at the time of the applicant’s membership in the Conference/Area All State organization. Participation is defined as a minimum of 50% attendance and practice at in-school rehearsals where such rehearsals are offered and at all concert performances with this same organization.” WCSMA rules further state, “They must be a member in good standing of the school organization which corresponds to the WCSMA organization for which they are auditioning.” This means that crossovers are not allowed. (For example, a student who is a member of the school choral or band program, but not the orchestra, *may not* audition on violin.)

Physical Education

The physical education curriculum promotes physical fitness (both cardiovascular and muscular skeletal), communication, cooperation, risk taking, safety, self-initiation, leadership, trust and the respect of self and others. These skills are developed through individual, cooperative, and competitive activities. Sneakers are required in gym. Sneakers must be lace-up or Velcro. For safety reasons, slip-ons of any kind will not be allowed.

All students are expected to wear pants or shorts on gym days. If a child cannot participate in gym for medical reasons, a written note, signed by the physician, must be given to the nurse. The note must state when the child may resume physical activities. Students will participate in PE 3 times a week for 45 minutes. Students who are excused from gym will not be permitted to participate in active recess. Students may not decide for themselves whether or not they will participate.

Science

Our science program STC, Science Technology Concepts uses a hands-on inquiry-based learning approach and incorporates lessons in Life Science, Earth Science and Physical Science. The expectation is that mastery in these areas will promote an understanding of the ways in which things work and a lifelong use of scientific problem-solving strategies. This program supports an increased emphasis on science and inquiry-based learning.

Social Studies

Our district social studies goal is to engage students in inquiry-based learning by combining resources provided through BOCES Engage NY and our recently adopted TCI – “Teacher’s Curriculum Institute” program in order to promote and enhance engagement and student achievement. The framework is anchored in the NYS CCLS for literacy and writing and NYS Learning Standards for Social Studies. The social studies framework focuses on conceptual understanding, fosters student inquiry, collaboration and informed action, while integrating content and skills purposefully. Children will gather, interpret and use evidence. Children will use chronological reasoning and causation, compare and contextualize, engage in geographic reasoning and study economic systems while engaging in civic participation. We have developed Inquiries for each grade level and are implemented district wide.

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| Special Programs and Special Serivces |

Special Services

The Katonah-Lewisboro Unified Free School District is responsible for providing special education services to all resident students who qualify for such supports. These services are coordinated by the district's Special Services Office, which encompasses the district's Committee on Preschool Special Education at the preschool, and Committee on Special Education at the elementary and secondary levels, in conjunction with the regular education program.   We invite the parents of all classified students to partner with us to meet the needs of your children.

If your school-age child is having difficulties in school, first talk to his or her teacher. Many schools offer supports for students within the general education setting such as counseling services, speech and language improvement services, curriculum and instructional modifications and Response to Intervention Services.

If you suspect that your child has a disability and may require special education services, you can make a referral to the Committee on Special Education (CSE). A referral is a written statement asking that the school district evaluate your child to determine if he or she has a disability and needs special education services. This written statement should be addressed to the chairperson of your school district’s Committee (for Elementary- Assistant Director of Special Services Elementary Bridget Becker or for Secondary- Assistant Director of Special Services Jeffrey Cole) or your school principal. Upon receipt of a referral, the building principal may request a meeting with you to determine whether your child would benefit from additional general education supports that may be available. The referral may also result in the CSE sending a request for your consent to proceed with an initial evaluation of your child to assist in determining if he or she needs special education services. If you have any questions or need additional information, please call the Special Services Office at 914-763-7024 and/or visit the website at [www.klschools.org/groups/4500/special\_services/home](http://www.klschools.org/groups/4500/special_services/home)

RtI (Reading, Writing and Math)

All students in grades K-5 will be benchmarked in Reading and Math in the fall, winter and spring to identify students who may need additional support in the area of reading and/or math. Benchmarking results are only one of the criteria used to make this determination. The RtI services provide additional instruction for children who are having some difficulty in reading and/or math. The children meet with an interventionist in small groups on a regular basis in order to improve skills and develop strategies so that they may perform more successfully in the general education classroom. The services help to develop a lifelong interest in learning.

English Language Learners (ELL)

The “English as a Second Language” program is designed for non-English speaking children or children who have limited English proficiency. The program supports the classroom curriculum and expands students’ abilities to listen, speak, read, write and comprehend English. Communication skills are developed and practiced through a variety of experiences and in collaboration with the classroom teacher.

Psychological Services

A school psychologist is available at Meadow Pond School for consultation, testing, and short-term educational behavioral counseling. The school psychologist is an integral part of the RtI Team.

Social Services

The school social worker can be called upon to serve as a liaison between school and home in order to establish and maintain a cooperative working relationship. Social workers can provide student counseling and family support services when the RtI or CSE deem them to be necessary.

Speech and Language

The speech and language pathologist screens all kindergarten children and new entrants to Meadow Pond School for speech and language disorders. Throughout the year, children exhibiting possible speech and/or language difficulties are referred by the RtI, or the Committee for Special Education for diagnostic evaluation. Children who require speech and/or language therapy, as determined by the district’s entrance criteria, are provided with therapy during the school day.

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| Student Code of Conduct and District Policies |

Items from Home

Students are not permitted to bring any items of value from home to school. This includes but is not limited to electronic devices such as cell phones, handheld electronic games, personal TVs, and music players. Students are not permitted to use a cell phone at school or on the school bus. Under certain circumstances, Kindles, Nooks, iPads and other educational devices may be permitted for students for use as e-readers. Use of these devices must be for educational purposes with the consent of the student's teacher. \*See Article 5695 from the District Code of Conduct regarding students and personal electronic devices. \*

Students are prohibited from bringing in dangerous and distracting items.

In accordance with Westchester County Department of Health recommendations, no one is permitted to bring animals of any kind of school premises. Exceptions are made when a nature center or animal specialist visits the classroom.

The school is not responsible for lost, broken, or stolen personal property. Should a student bring in a prohibited item, the item may be confiscated, and appropriate disciplinary actions will follow.

***\*\*Please note that neither the school nor school district is responsible for lost or stolen items. \*\****

Code of Conduct

Please visit the district website for the full code of conduct: https://www.klschools.org/code\_of\_conduct

At Meadow Pond, we believe in implementing positive behavior strategies to support students in demonstrating acceptable behaviors. We strive to develop common understandings, consistency in practice throughout the school, and enhanced communication to foster the development of student self-discipline.

Meadow Pond’s expectations derive from our mantra of “Kind, Responsible, Respectful, and Safe.”

Each teacher emphasizes and integrates **KIND, RESPONSIBLE, RESPECTFUL, and SAFE** into their classroom discussions and routines.

Very important to the development of positive behavioral supports is to acknowledge students exhibiting the appropriate behaviors. The first and most effective level of providing positive support is the use of specific praise. Praise that is immediate and specific is extremely important in increasing the reoccurrence of appropriate behavior. In addition, student behavior is recognized by various other means including the distribution of “Caught Being Kind” stickers and recognition at school assemblies.

Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student’s behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors. This process includes consultation and communication with parents, teachers, and school clinicians.

Dignity for All Students Act (DASA) Policy #0116

“The Katonah Lewisboro Board of Education is committed to providing a safe and supportive learning environment for all students. New York State's Dignity for All Students Act requires that all students be provided a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.” All reports of bullying, harassment and discrimination should be made to the DASA Coordinator, which is the Principal, and/or her designees, Assistant Principal and School Psychologist. These individuals are trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The school will take prompt actions reasonably calculated to end the bullying, harassment or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom bullying, harassment or discrimination was directed.

BOE Policy #0115: Bullying includes systematic and intentional infliction of physical harm or psychological distress on an individual or group of individuals. BOE Policy #0116-R: Rules and Regulation for Intervention and the Prevention of Instances of Discrimination and/or Student Harassment

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 15 acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. At all times, dress must be safe, appropriate and not disrupt or interfere with the educational process.

A student’s dress shall:

· Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

· Cover undergarments (waistbands and bra straps are allowed to show).

· Cover all private parts and the fabric covering private parts must not be see through.

· Include footwear that must be worn in the building on school campus and at school events at all times.

 · Not promote and/or endorse the use of alcohol, tobacco, vape products, or illegal drugs and/or encourage other illegal or violent activities.

· Not include jewelry that can be dangerous such as spiked bracelets or neck collars.

· (in the elementary schools and middle school only) Ensure that hats or other headgear are not worn in hallways, dining room/cafeteria, classrooms, or any instructional areas. The administration may make allowances for special days such as spirit week. Exceptions will also be made for medical or religious requirements.

· Ensure that the student is personally identifiable at all times. Exceptions will be made for medical or religious requirements.

This student dress code shall be enforced consistently across the district. It shall be enforced with all respect for student privacy and confidentiality, and infractions will be handled on an individual basis. Each building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. The determination of whether or not a garment is appropriate for school is in the discretion of the building administration. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending items and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline.

Gum Chewing

Gum chewing is not permitted in school unless a specific need has been identified. This also includes time on the buses, in the cafeteria, on the playground, and on field trips.

Kindergarten Registration

Children who will be five years of age by December 1st of the calendar year in which they enter school are eligible for kindergarten. Parents will be notified through the press and school publications of the dates and time of registration. When registering, proof of birth date and immunization records must be submitted as well as two proofs of residency. The law requires that all children entering school must have a physical examination and be immunized. (Please refer to the **Medical** section.) The district believes its program meets the developmental needs of most kindergarten age children. Kindergarten children are screened by the school nurse, speech therapist, classroom teacher and a school psychologist in May/June. This process helps to identify the child’s individual strengths and needs.

Wellness

The Board of Education recognizes that physical activity, nutrition, and technology use can have an impact on health, wellness and academic achievement. The Board of Education is committed to the health and well-being of all students and fostering their health decision making in the long term. The district is also governed by State and Federal Regulations including the Healthy Hunger Free Kids Act that are reflected throughout this policy. The Board of Education adopts the following goals and authorized the following actions to provide district students with a school environment that promotes student health and wellness and reduces childhood obesity.

A “Wellness Policy” was adopted by the Board of Education in July of 2006 and has most recently been revised and adopted in May 2018. The policy, which was the product of the work of a District wide committee of parents, teachers, school nurses and school administrators, focuses on a variety of specific issues regarding nutrition and physical activity. This policy can be found on [www.klschools.org](http://www.klschools.org) under resources, “KLSD Policy Handbook” then “Policies” “5400 Student Welfare” for more information.

 The adoption of this policy (Policy 5405) guides how our food service operates and the choices that it offers. Our policies are routinely reviewed and may be modified. Generally, we ask that you consider healthy daily snacks for your children. Each grade level has a consistent manner of celebrating birthdays and other special occasions.

Use of Emergency Protective Holds and Time Out Rooms

The Board of Education believes in the use of positive and supportive strategies to meet the needs of all students in all classrooms. In those instances, however, when harm to a person appears imminent, the Board recognizes that emergency interventions may be necessary when all other intervention strategies have been exhausted.

The use of emergency protective holds or a time out room will be in conformance with the Commissioner’s Regulations. Staff will adhere to governing statutes and regulations in the administration of these measures.

*Protective Holds*: *Emergency Interventions:* Staff will not use protective holds as a substitute for systematic intervention to modify inappropriate behavior. A protective hold should never increase (or create more) risk than the behavior it is trying to contain. A protective hold should never be used as disciplinary consequences, or for classroom maintenance. Staff who may be called upon to place a student in protective holds will be trained in safe, effective ways to do so in a manner consistent with the Commissioner’s Regulations. The District’s emergency interventions never include the use of mechanical restraints. During emergencies, immediate intervention by staff involving the use of reasonable physical intervention may be necessary, either to protect people or property from injury or damage, or to restrain or remove a student whose behavior is interfering with the orderly functioning of the school, if that student has refused to comply with a request to refrain from further disruptive acts. The District shall document the use of emergency interventions for each student. This shall include the student’s name and date of birth, date and time of incident, the setting and location of the incident, the staff members involved, other persons involved, a description of the incident and the intervention used, the duration of the incident, a statement as to whether the student has a current behavioral intervention plan, and details of any injuries sustained by either the student or others as a result of the incident. Documentation of emergency interventions shall be reviewed by school supervisory personnel and, as necessary, the school nurse or other medical personnel. The student’s parent(s)/guardian(s) shall be notified verbally of each incident of emergency intervention as soon as possible but not later than the end of the same calendar day. In the event the student’s parent(s)/guardian(s) cannot be reached verbally, they will be electronically notified of the incident. Additionally, no later than the end of the next school day, the student’s parent(s)/guardian(s) shall be provided the written documentation described above.

*Time Out Rooms:* A time out room is an area for a student to safely deescalate, regain control, and prepare to return to their educational program. Time out rooms are not in general use within the District. In the event the District decides to implement a time out room as a behavioral strategy for a student with a disability, it will only be used in conjunction with a behavioral intervention plan, as part of the student’s IEP or when it is necessary to remove a student from a potentially dangerous situation, or in an unanticipated situation that poses an immediate concern for the physical safety of a student or others. The room will provide a supervised area in order to facilitate self-control. If implemented, time out rooms will be used in a manner consistent with the Commissioner’s Regulations.

 *Description of Time Out Room:* A time out room shall provide a means for continuous visual and auditory monitoring of the student. District staff shall continuously monitor the student in a time out room. Staff must be able to see and hear the student at all times. The room shall be of adequate width, length, and height to allow the student to move about and recline comfortably. Wall and floor coverings should be designed to prevent injury to the student. There shall be adequate lighting and ventilation. The temperature of the time out room shall be within the normal comfort range and consistent with the rest of the building. The room shall be clean and free of objects and fixtures that could be potentially dangerous to a student. All local fire and safety codes shall be observed. The time out room must be unlocked at all times and the door must be able to be opened from the inside. Under no circumstances may a locked room or space be used for the purposes of a time out.

*Behavioral Management:* If implemented, a time out room will only be used as part of the District’s behavior management program. A student’s IEP shall specify when a behavioral intervention plan includes the use of a time out room, including the maximum amount of time a student will need to be in a time out room as a behavioral consequence. Such maximum amount of time shall be determined on an individual basis based on the student’s age and individual needs. Except for potentially dangerous situations described above, the time out room shall be used only in conjunction with a behavioral intervention plan that is designed to teach and reinforce alternative appropriate behaviors. The District shall inform the student’s parent(s) or guardian(s) prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out room. The District shall further give the parent(s) or guardian(s) the opportunity to see the physical space that will be used as a time out room and provide the parent(s) or guardian(s) with a copy of the District’s policy on the use of such rooms.

*Factors Precipitating the Use of a Time Out Room:* The District may place a student in a time out room when: (1) the student’s behavior significantly impacts the teacher’s ability to teach and/or the ability of the other students in the classroom to learn and the student’s removal is necessary to maintain or restore control over the classroom; (2) the student’s behavior poses a threat to the student or another individual; (3) the student requests a break in the time out room to regain composure or self-control; or (4) a potentially dangerous situation arises. Except for unanticipated situations that pose an immediate concern for the physical safety of the student or others, the placement of a student in a time out room shall be in conjunction with that student’s behavioral intervention plan.

*Staff Training:* The District shall provide staff training on the policies and procedures related to those staff members who may be called upon to implement time out interventions or the use of protective holds.

References: 8 NYCRR §19.5(a)(3) 8 NYCRR §200.22(d) Adoption: July 7, 2011 Revision & Adoption: May 6, 2021 Revision & Adoption: June 17, 2021

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| **Health Services** |

**eIllness**

A student should be fever free (temperature under 100° F) for 24 hours before returning to school following an illness. A student suffering from diarrhea; persistent cough; large amount of congestion or nasal discharge should not attend school until symptoms resolve. A student with purulent discharge from eyes or dried discharge upon awakening, tearing and redness of the white of the eye needs treatment before admission to school. Please consult your physician.

**Special Health Needs**

The nurse should be informed of any special health history that might be significant in the school setting, for example: asthma, allergies, heart condition, vision or hearing problems, injuries, surgery performed or being planned, etc.

**Physical Education Excuses**

Students unable to participate in PE must bring a note from home signed by a parent/guardian indicating the reason for not participating. If more than two consecutive gym classes will be missed because your child has sustained an injury or has been diagnosed with a significant illness, a note from a physician is required.

**Medication**

New York State Law prohibits the administration of any medication during school hours without doctor’s orders. If your child needs to take medication during the school day, please contact the Health Office for a medication form to be completed by both physician and parent. The medicine must be brought to school in its original labeled container by a parent or guardian and should **not** be transported on the school bus. Please note that cough drops are a choking hazard and do not belong in school.

**Physicals and Immunizations**

To be sure that your child’s enrollment in school will go smoothly, it is important that you understand the New York State requirements pertaining to immunizations that your child will need prior to enrollment.

 DTaP 4-5 doses with final dose after 4 years of age

 Polio 3-4 doses with final dose after 4 years of age

 MMR 2 doses

 Hepatitis B 3 doses

 Varicella 2 doses

It is important that parents understand that kindergarten students will not be allowed to attend class until all public health requirements have been met.

**Health Screening**

Vision and hearing tests are given annually based on grade level. If a child fails to meet the New York State screening guidelines criteria, the nurse notifies the parent and a written referral is sent recommending a professional evaluation. If the screening is passed, parents are not notified, but all parents are welcome to call the nurse for their child’s screening results. Scoliosis screening is performed on 5th grade female students.

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| **Specific Covid-19 Protocols (as per August 21, 2021)** |

**Health and Safety Guidelines**

**Daily Screeners:** CDC and NYSED no longer recommend daily health questionnaires so it will not be a requirement of daily attendance. However, we ask that you check your child/ren daily for COVID-19 symptoms.

**Student Health:** It is most important that you keep your child(ren) home if they are sick. The District will be sending regular reminders about the symptoms and reasons that would cause a child to stay home. In addition, please contact us immediately in the event that you learn your child is COVID positive. Please contact our school nurse, Elizabeth Marcoux, at 914-763-7907 to inform her and keep her updated regarding your child’s health.

**Masks:** Masks are required to be worn by students and staff when indoors and on school buses. Please be sure your child wears a mask to school each day.  Also, please pack an extra mask for your child in a plastic bag.  Students may store their masks in the plastic bag during indoor mask breaks, lunch, and snack. As per the guidance, masks will be optional outdoors.

**Physical Distancing:** CDC and NYSED recommend *at least 3 feet* of physical distance between students in classrooms.  However, desks do not need to all be facing the same direction.  This will allow for some flexibility in creating a collaborative learning environment conducive to whole class discussions, small group instruction and student partnerships.  Physical distancing is no longer required on school buses. Though not required, KLSD will make every effort to increase the distance between students at indoor lunch (during inclement weather) and at other times when masks must be removed. Language about increased distance for certain activities such as music and PE has been removed from the guidance. However, we will make every effort to increase the distance during such activities. We will continue to teach students how to properly distance, especially during transitions in the classroom.  Seating charts will be maintained on buses and in other indoor locations when necessary (for the purpose of contact tracing).

**Handwashing and Hand Sanitizing:** We will continue to implement handwashing and hand sanitizing routines throughout the school day.

**Cohorts:**Students will remain with their class throughout the day (with the exception of recess when cohorts may mix). Classes will travel to the art, music and library classrooms, as well as to PE (which will be held outdoors unless weather doesn’t permit).  All teachers will continue to be encouraged to take students outside for learning experiences when appropriate.

**Visitors:** Consistent with CDC guidance, KLSD will limit non-essential visitors inside our buildings when the year begins. In general, parents should assume they will not be entering our buildings. We will be making limited exceptions, however, as we recognize there are times when individuals or small groups of visitors can be essential. We will also look to accommodate visitors outdoors, when possible. Our visitor guidance may evolve through the year and particularly if/when conditions change.

**Other Mitigation Strategies:**Cleaning and sanitizing will occur daily. All ventilation continues to be monitored and serviced so that it is working to its highest specification as designed. Appropriate PPE will continue to be available to all students and staff.

**School and Family Conversations:** We will be talking to your child about all of our safety measures and explaining how their participation and cooperation helps to keep our entire learning community healthy.  We ask that you also provide comforting and supportive words to help your child better understand the importance of following our school’s safety and health practices.