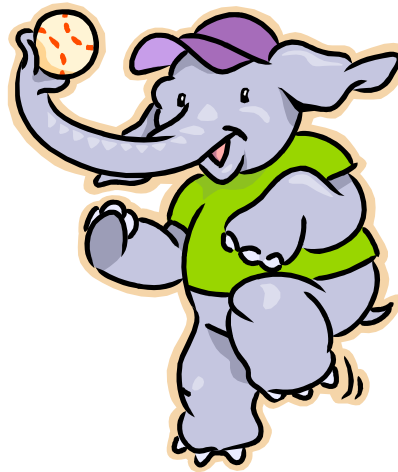


# **SOMERS CENTRAL SCHOOL DISTRICT**

**Primrose School  
PO Box 630  
110 Primrose Street  
Lincolndale, New York 10540  
914 – 248 – 8888**

## **Important Web pages**

**Somers School District: <http://www.somers.k12.ny.us>  
Primrose School: <http://www.somers.k12.ny.us/Primrose/index.html>  
Somers PTA: [www.somersptacouncil.org](http://www.somersptacouncil.org)**



**Welcome to Primrose School!**

**This Parent Handbook will help answer some questions  
that may arise throughout the school year.  
Topics included were chosen from a survey of Primrose parents.**

**Please visit our school, district or PTA web pages  
for additional information  
as well as current school news.**

**Mr. Richard Fisher  
Principal**

**Mrs. Julie Gherardi  
Assistant Principal**

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**SOMERS SCHOOL DISTRICT  
GUIDING INSTRUCTIONAL PRINCIPLES**

**All children can learn**

**Focus on results, with meaningful assessments**

**Aim for mastery: Focus on teaching students to use their minds well**

**Depth of understanding versus quantity of coverage**

**Student as active learner**

**Relationships based on trust, decency and fairness**

**PRIMROSE SCHOOL  
PHILOSOPHY**

It is the intent of the Primrose staff to provide an educational environment that builds on what children already know and are able to do. We believe that children construct knowledge and naturally make meaning and sense out of their world. Young children learn by doing. Heterogeneous classroom groupings facilitate learning and better reflect the world that our children will inherit.

We accept the responsibility to encourage and guide the learning process in order to ensure the development of the whole child: physically, emotionally, socially, morally and cognitively. We provide a developmentally appropriate curriculum so that our children will meet with success, thus enhancing their self-esteem. We want our students to become well educated, to enjoy coming to school, to feel positive about themselves and their individual talents and ultimately, to become caring, informed and responsive citizens of the world.

Parent-Teacher-Administrator relationships based on mutual trust and respect are essential. Parents, teachers and administrators work together to develop responsible students who are thoughtful learners. We recognize that all adults in the school community must be role models of lifelong learning for the children.

**PRIMROSE SCHOOL  
VISION STATEMENT**

## **SCHOOL COMMUNITY**

Primrose School is a caring community of learners – children and adults, alike. Mutual respect and acceptance are evident and risk taking is encouraged. The building aesthetics reflect the talents, interests, and commitment of our entire Primrose community.

## **CLASSROOM ENVIRONMENT**

Classroom environment can be described as a center of investigation and discovery where children of mixed ages and abilities are actively involved in their learning – moving around to obtain manipulatives, support materials and resources in order to complete tasks or satisfy curiosities. Children work in a variety of ways – large group, small groups, and individually, using a variety of resources, including technology. Learning stations are positioned throughout the classroom. There is appropriate verbal interaction among the children. The teacher rotates around the room and changes roles to become an observer, facilitator, coach, resource, instructor, recorder and evaluator throughout the school day.

Children’s work is displayed everywhere. Knowledge of a particular subject is demonstrated through writing samples, art work, charts, books, models, three-dimensional structures as well as performances, including musical concerts, dramatizations and physical movement or dance. All students are actively engaged in a positive, organized learning environment which fosters self-discipline and responsible decision-making.

## **INSTRUCTIONAL DESIGN**

Primrose School is a community of diverse learners and instruction is planned to meet the needs of children with varying strengths and learning styles. All decisions start with the child as the focus. Programs build on the sequential development and needs of the child. Children are seen as independent, internally driven individuals growing through well-marked phases of development. What a child knows is recognized, respected and used as the basis for subsequent learning.

The curriculum is developed in accordance with New York State Standards and Curriculum Guides as well as current research on learning. Children construct meaning through investigations that encourage the development of higher level thinking skills and problem solving strategies. Genuine understanding leads to new questions and increased motivation to learn.

On-going authentic assessments inform instruction. Clearly communicated or modeled expectations guide children's work. Teachers encourage children to evaluate their own work and assist them in determining how improvement can take place. Errors are viewed as a natural and necessary part of learning.



## **PARENTS**

Parent-Teacher relationships based on mutual trust are considered essential. Parents and teachers work together to develop caring, responsible students. Opportunities are provided for family members to be active participants in the school community.

Parents are informed of current educational practices, based on the belief that parents and educators are partners. Communication about program content, specific goals, and a child's progress is concrete and comprehensive. Programs are in place to provide education for parents of Primrose and pre-school children.

## **PROFESSIONAL ENVIRONMENT**

Collaboration of faculty is a priority and takes various forms. Creative efforts are made to provide necessary planning time. Teachers work together to explore and develop the art of teaching and identify best teaching practices. Classroom teachers and specialists share and coordinate responsibilities. A team of teachers meets at a teacher's request to discuss strategies to be used with a child experiencing difficulty or needing to be challenged.

Self-assessment is viewed as a natural and necessary part of learning. Teachers are encouraged to evaluate their own work and to determine where change is needed. Teachers and Administrators work together to establish goals and action plans to achieve them. Professional respect, reflection, intellectual curiosity and mutual support provide the underpinnings for continued professional growth.



## **ADMINSTRATORS**

Administrators encourage, support and guided efforts on behalf of the educational growth of the students, the school environment, the instructional design, the professional community and the school staff. They recognize, encourage and affirm the creative efforts of staff and students. Administrators are educational leaders who support the professional development of teachers and engage in shared decision-making. Administrators, teachers and parents work together for the benefit of the child.

## **SCHOOL BASED TEAM**

As part of the New York State Compact for Learning, a committee meets periodically to discuss and to analyze issues relating to school improvement. From these work sessions, goals are formulated to enhance the educational environment at Primrose.

Members of the School Based Team include representatives from each of the following constituent groups:

- Faculty
- PTA/SEPTA
- Administration
- School Related Personnel
- Community

#### **SCHOOL BASED TEAM MISSION STATEMENT**

- To work collaboratively, focusing on issues whose priority is the education of our children
- To have a shared philosophy and a plan for children to learn at their individual rates, based on current needs, with academic challenges in an environment which encourages risk taking
- To encourage positive communication among students, parents, community and entire district staff

**HEALTH OFFICE**

The school nurse offers immediate help to any child who becomes ill in school and gives her support and reassurance to a sick child waiting to be taken home. She administers first aid in the event of an accident. Routinely, at the beginning of each school year, she conducts vision and hearing screenings. The nurse is available to parents during the school day to discuss medical or physical conditions and their impact during the school day.

The nurse should always be informed of any special medical conditions that a child has – either permanent or temporary. She will help facilitate an easy transition from home to school for the student as well as the parent.

### **ABSENCE/LATENESS**

Multiple absences and/or latenesses have a direct impact on a student's ability to learn and socialize. Therefore, they should be avoided as much as possible.

If a student is absent or late, the parents must call the **Attendance Line** at **248-8926**. This phone line is connected to an answering machine and is available 24 hours a day. When the parent of an absent child leaves a message, the nurse knows that the parent is keeping the child home. If a child is absent and a parent does not call the Attendance Line, the school nurse will call the parent. **Upon return to school after an absence, a note explaining the reason for the student's absence is required by law.**

### **EXCUSED FROM PHYSICAL EDUCATION**

Extended excuse from Physical Education classes will **ONLY** be granted with a physician's note. In other situations, students will be allowed to have limited activity for one physical education class with a note from a parent.

### **PHYSICAL EXAMS**

The school district recommends a yearly physical exam for each child to be completed by the family physician who best knows the child and family. Examinations are **mandated** in grades kindergarten, 1, 3, 7 and 10. If the physical exam is not completed by a specified date, the school physician will examine the child.

### **IMMUNIZATIONS**

The following vaccines are required for a child to enter school:

- 3 doses of Polio vaccine (IPV)
- 3 doses of Diphtheria – containing tetanus (usually given as DPT, DT or DTaP)
- 1 dose of Mumps and Rubella vaccine administered on or after 12 months of age
- 2 doses of Measles – first dose on or after 12 months of age and the second recommended at 4 to 5 years of age and required for kindergarten entry – the above are usually administered as a combined MMR
- 3 doses of Hepatitis B
- 1 dose of Varifax (Chicken Pox) vaccine for any child born after January 1, 2000

### **MEDICATIONS**

Any medication, prescribed or over-the-counter, that must be taken during school hours **MUST** be dispensed by the nurse. Children are **NOT ALLOWED** to self-administer medication. The nurse must have a Medication Authorization form completed by parents and physician, which gives permission to administer the medication. The medication must be in the original container to comply with state regulations. No student should bring medication to school. A parent must bring the medication to the health office.

### **OUTDOOR RECESS**

During the winter months, children will go outdoors for recess when the temperature is 20 degrees or above, the playground area is clear of snow or ice, and there is no significant wind chill factor. Children should wear a coat, hat, and gloves or mittens. If boots are worn in school, they may not be worn indoors, so a pair of shoes must be brought for wear during the school day. A fresh air break is important during the winter months to keep children healthy and fit. Children will not be excused from outdoor recess for a prolonged period of time without a written medical reason from a physician.

## **CURRICULUM**

**Please see our school web page:**

**<http://www.somers.k12.ny.us/Primrose/index.html>**

**For complete and current information on curriculum for grades K, 1 and 2**

**PTA/SEPTA INFORMATION**

## **PARENT TEACHER ASSOCIATION**

### **PTA**

The Parent Teacher Association (PTA) enjoys a wonderful, open, working relationship with the teachers and staff at Primrose. The PTA is involved in many activities and events that take place throughout the year. Membership is open to all parents, teachers and administrators. Members' skills, time and support are always needed and appreciated. The PTA provides informative parent programs on educational issues and emotional development as well as an opportunity to be a part of the many events that the children experience in the coming years. The dates of the PTA monthly meetings are listed on the school calendar.

For more information, visit the PTA website at: [www.somersptacouncil.org](http://www.somersptacouncil.org)

## **SPECIAL EDUCATION PARENT TEACHER ASSOCIATION**

### **SEPTA**

The Special Education Parent Teacher Association (SEPTA) is a district-wide organization which brings together people interested in children with learning differences and educational needs which cannot always be fully addressed in the regular classroom setting. Membership consists of parents, teachers, administrators, school board members and others who are interested in improving the quality of education for all of our students. SEPTA welcomes and encourages questions, suggestions, participation, and, above all, support.

Information on a variety of topics can be found at the SEPTA Library, located within the Somers Intermediate School.

## **PROGRAMS**

### **ADAPTIVE PHYSICAL EDUCATION (APE)**

This program provides for any child whose medical or emotional conditions prevent him/her from participating in the general physical education program. Instructional emphasis is determined on an individual basis according to the child's needs.

### **ART**

During art class, children have the opportunity to explore a variety of media. Students develop their natural abilities of expression through frequent art exercises in areas such as drawing, painting, sculpture, design and art history/vocabulary. The goal of the art program is to encourage children to become more selective and expressive in their choices – not only in relation to art, but in other aspects of their lives as well.

### **DESTINATION IMAGINATION**

Destination Imagination is an after school program at Primrose. It enables kindergarten, first and second grade students who so choose, to participate in creative team problem solving activities. This program is coordinated by a teacher/leader and parent volunteers coach individual teams.

### **ENRICHMENT**

Enrichment provides all children in kindergarten through second grade with learning experiences that develop creativity and thinking. An important goal of this program is to help students prepare for the lifelong skills of reasoning, problem solving and decision-making. To enhance the curriculum and challenge all students, strategies for problem solving are introduced by the enrichment and classroom teachers in each class, at each grade level.

### **FAMILY MATH, SCIENCE AND TECHNOLOGY NIGHT**

Family Math, Science and Technology Night (MST) will take place during the month of October. Children in grades K-2 who have not already attended an MST night will be invited to attend with their parents. In keeping with the math, science and technology programs at Primrose, the families will be involved in hands-on experiences during these workshops.

## **INCLUSION**

There are several inclusion classrooms within our school. These classes contain a number (usually no more than six) of students who have been identified as having disabilities that affect their academic progress. The inclusion program allows for identified students to spend approximately half of their day in the general classroom (including time during specials, lunch and recess) learning and interacting with their peers. During the first part of the day, identified students move to a small classroom with a special education teacher for more focused small group instruction in reading, writing and math. During the time that all the children are learning together, the general education teacher and the special education teacher may collaborate as they teach together. Additional support may also be provided by a teaching assistant. Inclusion classrooms are heterogeneously balanced and provide the added benefits of small group instruction and collaborative teaching during parts of the school day. If your child is not classified but has been placed in an inclusion classroom, s/he will have all the benefits of this small group atmosphere as well as the additional teacher and teaching assistant to work with the class.

## **JUNIOR GREAT BOOKS PROGRAM**

Second grade students participate in the Junior Great Books program. This program builds critical thinking along with listening and speaking skills. The students follow along as a story is read aloud to them. After the reading, text-based discussions promote deep understanding of the story elements. Questions about the text engage students in a real discourse where they must prove their thinking by pointing to evidence in the story. The students' engagement with the story promotes a love of good literature and the basis for study through shared inquiry.

## **LANGUAGE ARTS**

Our Balanced Literacy approach to the development of the English Language Arts recognizes that reading, writing, listening and speaking are an integral part of learning in all the content areas. Teachers are skilled at assessment of students and provide large and small group instruction that targets the needs of the whole class as well as the individual child. Children are honored as readers, writers, listeners and speakers from the moment they enter our school. A developmental continuum of K-5 reading and writing standards, which is based on New York State's ELA standards and has been molded to meet the needs of Somers students by our Language Arts Committee, spells out what students should know and be able to do in the areas of reading, writing, listening and speaking. Authentic, performance-based assessment tasks are administered throughout the year in order to gather common examples of student work and to evaluate the

student's progress and inform instruction. Teacher modeling of appropriate reading, writing, listening and speaking behaviors is an important part of instruction. Scaffolded or supported lessons allow students the opportunity to interact with the teacher while reading and writing. Eventually, students work in a guided setting where instruction is targeted to each child's level and needs. Children are given ample opportunity for independent practice in all Language Arts areas in order to firm up their skills as they continue to make progress.

## **LIBRARY MEDIA**

The School Library Media Program plays a unique role in promoting reading, information literacy, and critical thinking. The library media center contains over 11,000 children's fiction and nonfiction books appropriate to the developmental and maturity levels of our students. These resources encourage reading for both information and enjoyment. Magazines, school databases, and the Internet also provide student access to information and ideas. The School Library Media Specialist works closely with teachers to integrate instructional activities with grade level content designed to teach students to locate, evaluate, and use information effectively. The use of technology is regularly infused into these lessons.

All Primrose classes attend library each week. Children's books, magazines, and books-on-tape can be borrowed for a one-week period. Kindergarten and first grade students may borrow one item per week, and second grade students may borrow two items per week. Lost and damaged books must be paid for or replaced.

A parenting collection is also being developed and will soon be available for circulation.

## **MATH**

Math is approached with the understanding that children construct meaning when given many opportunities to learn in the forms of games, explorations, and written and oral practice, along with problem solving instruction using a variety of strategies. The Everyday Math Program, which is currently in use in all of our classes, supports the district and state standards, allowing for maximum growth at each grade level. The program uses a 'spiral' philosophy or revisits important concepts and while mastery is expected at certain points, children are given ample opportunities to understand important mathematical ideas. Children are not only expected to solve traditional number problems but to explain their mathematical thinking using mathematical language. This ensures deep and meaningful understanding.

## **MUSIC**

The music program at Primrose offers children an opportunity to develop their skills as performing artists. There is a strong emphasis on using their primary instrument, the voice. Weekly classes also include games and dances that encompass all aspects of music: rhythm, melody, harmony and form. Throughout the year, children will perform for their classmates and parents, sharing their wonderful gift of music.

## **OCCUPATIONAL THERAPY**

The primary role of the occupational therapist in pediatrics is to help children play, grow, and develop many of the skills that will enable them to enjoy a satisfying life. Occupational therapists use their unique expertise to help children be prepared for and perform important learning and school related activities and to fulfill their role as students. In this setting, occupational therapists support academic and non-academic outcomes including social skills, math, reading, writing, recess, participation in sports, self-help skills and a variety of other school based tasks. Occupational Therapy does this through the knowledgeable selection and use of everyday activities to evaluate and enhance children's development and competence.

## **PHYSICAL EDUCATION**

Physical Education at Primrose introduces children to a wide variety of movement forms and activities that will enable them to learn about a healthy lifestyle. Through basic motor, manipulative skills, and fitness activities, children learn to cooperate with one another, to lead and follow, to solve group problems, and to become more sensitive to other of differing abilities and cultures. We strongly believe that overall health, fitness, and movement are key factors in a child's ability to learn in school.

## **PHYSICAL THERAPY**

Children who demonstrate delays in their gross motor skills or have difficulty safely negotiating the school environment may receive physical therapy. Goals include improving overall balance, strength, mobility, and endurance. Skills that are addressed include walking, stair negotiation, and avoiding unsafe situations such as obstacles and other children. Higher level gross motor skills such as jumping, hopping, throwing, catching, and kicking may also be addressed. The physical therapist works closely with the child's teacher, physical education teacher, and other disciplines to be sure that the child's goals are being met and their skills are carried over to the classroom setting.

## **READING RECOVERY (GRADE 1)**

Reading Recovery is an early intervention program for first graders who are most at risk for experiencing difficulty with the reading process. The program aims for accelerated progress, and the child is 'discontinued' when reading at an average level for the grade. Children are referred by their teachers and evaluated by the Reading Recovery teachers. Selected students are seen daily in a one-to-one setting for 12–20 weeks. Homework – including the practice of independent reading - is an important part of the program.

### **REMEDIAL MATH**

Children who are experiencing difficulty in understanding and applying math concepts and skills are referred for remedial math class. After evaluating the students, the teacher meets with them in small groups two times a week. The program focuses on strategies that help with computation and problem solving.

### **REMEDIAL READING IN GRADE 2 (EARLY INTERVENTION IN GRADE 1)**

Children who would benefit from additional instruction in reading are referred by their teachers to the reading specialists. Students' strengths and needs are evaluated and the reading specialists work with children in small groups in order to target instruction to individual needs while building on strengths. The reading specialists employ a variety of education methods to ensure success for every child.

### **RESOURCE**

The Resource program is a special education program that services children in a variety of ways. The resource teacher works with children in grades one and two who may need help in reading, writing and mathematics. Classroom teachers may use materials from the resource room and work with the resource teacher when children in their classes need some extra help.

### **RESEARCH**

Our district wide research protocol establishes the importance of the development of research skills beginning in the primary grades. Students learn the difference between fiction and non-fiction sources. They use print and media resources to find answers to individual or group questions. Graphic organizers, such as webs or flow charts, are used with the students to help them organize information. Students in the second grade may become involved in individual or small group research projects. Integrated learning takes place in the classroom and library media center with teachers working collaboratively to provide students with opportunities to explore their own learning, answer questions and form opinions.

### **SCHOOL PSYCHOLOGIST**

Psychological services, including assessment, diagnosis and counseling, are within the province of the school psychologist. Primrose employs a psychologist who provides counseling services. A child may receive help with his/her personal concerns as well as with problems which are more directly related to school performance. The school psychologist also engages in other counseling activities geared to meet the needs of students. Group counseling procedures are often employed in addressing various issues. Parental permission is needed for children receiving on-going service and parental involvement is seen as an integral part of the counseling service.

### **SCIENCE**

Children are engaged in hands-on experiences in earth, physical and life sciences. Children are encouraged to observe the world around them, to be aware of the wonders of nature and to care for their environment. With input from all classroom teachers, the K-5 Science committee developed process-oriented instructional units and assessment tasks for each grade level.

### **SOCIAL STUDIES**

At Primrose, our Social Studies program begins with the development of self-awareness – what makes each of us unique along with an appreciation of diversity. It continues with the students' active participation in the skills needed to develop their roles as productive citizens of the school, local and global communities. It encourages an awareness of and connection to past events through interaction with literature, active involvement with the local community, interviewing and inquiry. At the second grade level, research skills are integrated into this NYS standards based curriculum.

### **SOCIAL WORKER**

The district employs a social worker who services all four school buildings. The social worker's duties include obtaining a social history for all students referred to the Committee on Special Education (CSE) and coordinating the free/reduced lunch program. She functions as a liaison between our district and out-of-district educational placements which are serving some of our CSE classified students (i.e. BOCES and private programs). She is also available as a resource for teachers and families in helping connect families in need with outside support services.

### **SPEECH AND LANGUAGE**

Children identified with speech and language difficulties are assigned to a speech therapist who meets with individuals and small groups on a regular basis. The speech therapist also works closely with classroom teachers by suggesting ways to assist in the classroom and in some cases, giving direct service within the classroom setting.

### **TECHNOLOGY**

Technology is an important part of daily instruction in the classroom. Each class is equipped with a cluster of desktop computers with projection capabilities. Teachers also have access to a cluster of laptop computers, which can be brought into the classroom and used as needed, for a variety of software applications, Internet, word processing, and research. Teachers take advantage of technology to practice skills, explore topics and to connect to the global community.

## GENERAL INFORMATION

### BUS NOTES AND DISMISSAL PROCEDURES

Dismissal of our large, young school population is a daily challenge. Establishing routines is the best way to ensure that your child arrives home happy each day. The use of bus notes is strongly discouraged since change in going home plans disrupts the normal routine. Should a change to your child's regular dismissal procedure be necessary, you must send a note that morning to your child's teacher. Please see the appendix for a copy of the bus note – it should include your child's name, teacher, the child whose home your child will be going to, that child's teacher, bus and bus stop. It should also include all phone numbers where you can be reached that day – in case a change is necessary (sometimes, the child your child is visiting may go home sick that day).

If your child will be picked up during or after school, a note must be written indicating who will pick him/her up and the time and reason for the early pick-up. In order to avoid confusion, all notes must be sent in with the child in the morning.

ONLY UNDER EMERGENCY CIRCUMSTANCES SHOULD YOU CALL THE SCHOOL DURING THE DAY TO CHANGE DISMISSAL PLANS.

Any time your child is picked up during the school day, s/he must be signed out at the main office. Any adult picking up a student must have proof of identity available.

When dismissing over 800 young children, bringing them all to their respective buses provides the easiest and least confusing dismissal at the end of the day. Since our school houses an after school Y program along with Somers Parks and Recreation programs and other after school community programs, many of our children have to be picked up from their classes and taken to different meeting places on different days. This is a monumental task and adding children to 'Parent Pick-up' at the end of the day just makes it that much more challenging for all of the supervising adults. Therefore, we encourage you NOT to pick up your child at the end of the day unless absolutely necessary. Again arrival and dismissal routines are part of your child's transition into school life and keeping those routines will go a long way in the development of good habits.

Parent pick-up area at the end of the day is in the cafeteria at 2:15. Parents should park in the back parking lot and walk to the side door of the cafeteria. Each child will be signed out by the parent or designated adult. When an adult is not recognized, proof of identification will be required when signing out a child.

## **CAFETERIA – BREAKFAST AND LUNCH PROGRAMS**

Breakfast and lunch are served daily in our school cafeteria. Breakfast is served from student arrival time until approximately 8:20 AM. Lunch is served between the hours of 10:45 and 1:15. The Somers schools participate in the National Lunch Program and the National School Breakfast Program. These programs are designed to provide children with nutritious meals at reasonable prices.

Pre-paid lunch tickets are available in denominations of 5, 10, 15 or 20 meals. Applications for free or reduced price meals are available from the main office or by contacting our district social worker.

Snacks are also available for purchase during lunch periods. Average price for snacks is 50 cents (more for ice cream). Whole, 2%, skim and low fat chocolate milk are also available for children who have brought their lunch from home. Milk or juice is included for children who buy lunch at school.

### **WHAT IF MY CHILD HAS FORGOTTEN HIS LUNCH OR LUNCH MONEY?**

We encourage all parents to purchase a minimal meal (5) lunch ticket for their child – even if they do not normally buy lunch. This will be kept at school in the event your child forgets his lunch or lunch money. Your child will be able to quickly get an appropriate lunch without any upset or having to ‘borrow money’.

You will be notified when your child’s lunch ticket has only two lunches left so that you can purchase additional lunches.

### **PEANUT FREE TABLE**

There is a peanut free table set up during every lunch period to accommodate children who have allergies to nuts. If your child has a particular friend that s/he likes to eat with, s/he may invite that friend to eat at the nut free table provided that the friend also has a nut free lunch that has been checked by the teacher or supervising staff. Communication with parents of your child’s friends is important so that they are aware of the products that are off limits to your child.

## **CHILD CUSTODY**

Any time there is a court order regarding custody or visitation arrangements for your child, a copy of the order must be on file at the school in order for us to comply.

## **DISCIPLINE**

Our goal at Primrose School is to work in partnership with parents in order to educate the whole child. In accordance with our district guiding principle of “Relationships Based on Trust, Decency, and Fairness” our work, as a staff, with each other, with parents and with our students is always conducted in an atmosphere of mutual respect and high behavioral standards.

We know that children learn best in an atmosphere that is happy and stress free for all. This is why we help children develop personal learning behaviors that will help them work carefully and cooperatively. We teach children about slowing down and making good choices. We teach them to use their language to express feelings and concerns. And finally, we teach them that they are responsible for what they choose to do or not do. Report cards reflect the child’s growth in these areas.

Our behavior handbook, *Primrose School Promotes Positive Behavior!* communicates basic structures which we have put in place to help your child behave in ways that will ensure a safe and happy school experience. You will receive a copy of this booklet along with a behavior contract during Meet the Teacher night.

## **EMERGENCY CLOSINGS**

Emergency school closings are rare and happen under unusual circumstances, such as severe weather, loss of power or utilities or fire or other damage to the school building. If any of these circumstances do occur, every effort will be made to keep the children until regular dismissal time – we have an evacuation plan to Somers High School. **PLEASE BE SURE THAT YOUR EMERGENCY SCHOOL CLOSING FORM IS COMPLETE AND KEPT UP TO DATE.** The instructions you provide on this form should be clear and accurate so that your child can be safely dismissed. A copy of this form may be found in the appendix.

## **FIELD TRIPS**

Field trips will relate to the curriculum for the grade level. A letter explaining the purpose of the trip and requesting a parent’s permission for the child to attend the trip will be sent home prior to the trip.

## **HALF DAYS**

Throughout the year, half days are scheduled for parent conferences and staff development days. **Check the district school calendar and the back of the monthly Primrose lunch menu for advance notice of these dates. Notice of an upcoming half day will also be sent home in your child's backpack.**

## **HOMEWORK**

Homework is appropriate as an application, adaptation or extension of classroom learning experiences. It provides excellent opportunities for developing good study habits, for providing for individual differences and abilities, and, as children get older, for encouraging self-initiative on the part of the student. Parents are expected to encourage and to monitor homework assignments and, to the extent possible, to provide conditions that are conducive to its successful completion. Parents are urged to discuss any problems relating to homework assignments with the classroom teacher.

## **MEET THE TEACHER NIGHT**

During the month of September, Meet the Teacher nights are scheduled for each grade level. General information and procedures are explained in a large group meeting in the cafeteria. Parents are then invited to visit their child's classroom to 'meet the teacher'. During kindergarten 'Meet the Teacher' night, special area teachers will be available in the gym. Primrose reading teachers will be available to first grade parents during their visit.

## **NEW ENTRANT SCREENING**

New York State requires that a screening of all new students from a public or private school outside of New York State and all students who attended a private school within New York State be conducted. The psychologist, speech and language therapist, adaptive physical education teacher and the school nurse will screen children within ninety days of entry.

## **NOTES TO TEACHERS**

Please communicate to your child's teacher whenever questions, concerns or important information needs to be shared. Home life events often affect a child's ability to do well in school and it's helpful for teachers to know this information in order to best accommodate your child's needs. Your child's teacher will share his/her preferred method of communication with you – whether by note, phone call, or e-mail. See the Parent Contact Information sheet in the appendix.

## **PARKING**

Parking at Primrose is very limited due to our large staff and limited number of parking spaces. Parking in the circle in front of Primrose is prohibited. Please be sure to park in a legally marked space in either the front or rear parking lot. DO NOT double park to either drop off or pick up your child. Illegally parked cars will be ticketed.

## **PERSONAL LEARNING BEHAVIORS**

The purpose of our Personal Learning Behaviors program is for children to learn to express their feelings, empathize with others and understand how to contribute to a safe, healthy and comfortable environment at Primrose School. The Primrose staff is dedicated to the development of positive behaviors and believes that early exposure to such behaviors is crucial to lifelong skills. Activities and materials geared to an increased awareness of these behaviors are implemented at each grade level. Your child's report card will show progress in these behaviors. A common language and partnership between home and school will help us to build a safe climate in which children are able to learn and play together. The following behaviors are ones that hopefully will become habits while your child attends Primrose:

- Managing Impulsivity
- Working Cooperatively and Respectfully
- Curiosity and Enjoyment of Problem Solving
- Persistence
- Responsibility and Accountability
- Working with Accuracy and Precision

## **PIPELINE**

The Pipeline is a school publication, which highlights students' work from all of our grades/classes. Each teacher selects a theme for his/her class and the PTA coordinates the publication and distribution of this book. Every child receives a complimentary copy of the Pipeline from the PTA. It's a great way to highlight our students' literacy development.

## **PLACEMENT**

In the elementary school, the responsibility for grouping the students into new classes will be shared by the teachers who have had those students during the past year, the pupil personnel team, the principal and the assistant principal. Please be sure to complete the parent questionnaire that's distributed in the spring so that your knowledge about your child helps in this process.

## **WEE DELIVER POST OFFICE**

Primrose's own Post Office is called Wee Deliver. It is staffed by second graders who perform various jobs in order to deliver school mail. Students in kindergarten, first, and second grade are encouraged to write letters to each other and write cards, notes and letters to school staff and faculty. Parents may mail their children a letter or card (no packages, toys, or candy please) and drop it in the mailbox located in the Primrose hallway near the main entrance. This important part of our school encourages writing and positive communication while allowing second graders to experience the responsibilities of a 'real' job.

## **PTA NEWS**

Five issues of the PTA newsletter will be published throughout the year to keep parents informed of happenings at Primrose. Articles from the principal, assistant principal, grade level and special area teachers are included in the publication. Keep abreast of additional PTA news by visiting their website at: [www.somersptacouncil.org](http://www.somersptacouncil.org)

## **PUBLICATION CENTER**

The publication center, coordinated by a teacher and staffed by parent volunteers, encourages writing in our school. Students go through a revision and editing process to develop a piece worthy of publication. The teacher and student select the work to be published and with assistance from the parent volunteers, the work is transformed into a typed 'published' book complete with an about the author page and a laminated cover. The children illustrate their book as well. The publication center is yet another way that Primrose promotes literacy development and a love of books.

## REPORTING TO PARENTS

Parents of kindergarteners, first and second graders have the following scheduled opportunities for communication:

- Meet the Teacher nights in September
- Parent Conferences in November/December and in March (at teacher's request)
- Report Cards sent home in November, March and June

Teachers or parents may request additional conferences at any time throughout the year.

## SCHOOL CLOSINGS

Please be sure to be alert and listening to a radio in the event of inclement weather or weather warnings. Information about delayed openings or early dismissals may be heard on the following radio stations:

- WCBS 880 AM
- WFAS 1230 AM or 103.9 FM
- WHUD 100.7 FM
- WLNA 1420 AM

TV stations:

- Channel 12
- Channel 8
- WNBC (News Channel 4)

If a delayed opening is announced, keep listening in the event that the delay is changed to a closing.

When a two-hour delay is in effect, your child should not come to school earlier than 10:00 AM since staff is also arriving later.

Early dismissals due to unsafe weather conditions may also be necessary. They will be announced on the radio. The directions you supplied on the Emergency School Closing form will be followed in the event that school is dismissed early. You may also receive an automated phone message alerting you that your child will be home earlier than usual. **Please be sure that your Emergency School Closing information is always accurate and up-to-date.**

## SCHOOL HOURS

8:15 – 2:25

## **SCHOOL STORE**

The school store operates under the direction of the Enrichment teacher and her second grade helpers. First graders may purchase one item and second graders may purchase two items. The School Store is open on Tuesday mornings only. Items are on display in the cafeteria.

## **SNACK**

Children should bring a snack to school daily. Parents are encouraged to send nutritious snacks – fruits, vegetables, dairy products, etc. Portions should be appropriate – so that your child will not need an extended amount of time to finish eating. Please be mindful of class allergies when packing a snack for your child. Classroom teachers will inform you when a student’s allergies prohibit the presence of certain foods in the classroom.

## **TITLE IX**

Copies of the District policies on sexual discrimination and harassment and the procedures for reporting such acts are available in each school building and the district office. The Title IX Compliance Officer is our Assistant Superintendent for Instruction.

## **USE OF TOBACCO PRODUCTS**

Use of tobacco products is prohibited in the school and on all school district property.

## **VISITORS**

**ALL** visitors to our school building **MUST** sign in at the main office. A visitor’s badge will be issued before the visitor can continue through the building. Please be aware that the main entrance is the only entrance that visitors should use to enter the building. Visitors are expected to abide by all school rules. Primrose staff has been instructed to request that any visitor without a badge return to the main office.

While visiting our school, we ask all adults to be extremely mindful of their personal belongings. Please avoid bringing medications into the school – if they fall from your purse or person, they could pose a danger to our young children. Cell phones and beepers should be silenced in order to avoid unnecessary interruptions during classroom visits or meetings.

## **APPENDIX**