

Centre Avenue Elementary School Handbook



A MESSAGE FROM THE PRINCIPAL

The purpose of the student/parent handbook is to familiarize the reader with the policies and practices of Centre Avenue Elementary School. It was developed by the staff, parents, and administration to increase awareness of our programs and treat shareholders equally.

The document was prepared in house in an effort to reduce printing costs and to lend itself to revision. It is my intention to revise the handbook yearly to reflect the changes that take place throughout each school year.

As site based management and shared decision making develops, I envision parents, teachers, and administrators working cooperatively in refining and improving on our present course.

Timothy B. Silk, Principal

Grading Guidelines for Grades 1-3

Grades are determined by homework, class tests and class work. Participation in classroom discussion and doing regular homework assignments are very important parts of the daily work.

The criteria listed below are to be noted as an aid in determining what grades reflect, in reference to your child's work.

A student who achieves a grade of:

- | | |
|-----------------------------|--|
| E (95-100) | 1. Consistently does more work than is required and all of it is of very high quality |
| VG (89-94) | 1. Possesses and uses a large and well-selected vocabulary in the subject 2. Presents written work promptly, neatly prepared and well organized 3. Participates actively and intelligently in class discussion and possesses extensive knowledge of the subject matter 4. Always assumes responsibility for making up work missed during an absence |
| G (80-88) | 1. Does work that is required, of good quality 2. Possesses and uses acceptable vocabulary in the subject 3. Presents written work promptly, neatly prepared and well organized 4. Participates actively and intelligently in class discussion and possesses extensive knowledge of the subject matter 5. Always assumes responsibility for making up work missed during an absence |
| S (74-79) | 1. Does work that is required, of good quality 2. Possesses and uses a moderate vocabulary in the subject 3. Presents written work promptly, neatly prepared and well organized 4. Participates actively and intelligently in class discussion and possesses average knowledge of subject matter 5. Is attentive, but shows little resourcefulness or ingenuity in relating knowledge to new situations or problems 6. Usually assumes responsibility for making up work missed during an absence |
| N | 1. Does the required work, of poor quality |

- (65-73)**
2. Possesses and uses a limited vocabulary in the subject
 3. Presents written work which is sometimes late or carelessly prepared
 4. Participates infrequently in class discussion and usually ineffectively
 5. Possesses meager knowledge of the subject and frequently fails to assume responsibility for making up work missed during absence
 6. Requires considerable re-teaching or assistance of the teacher

- U
(Below 65)**
1. Does less work than is required, or does work of poor quality
 2. Possesses and uses a meager vocabulary in the subject
 3. Presents carelessly prepared written work, frequently late and usually in need of revision or rewriting
 4. Fails to assume responsibility for work missed during absence
 5. Has not reached a satisfactory level of achievement in spite of frequent re-teaching and assistance from the teacher

Grading Guidelines for Grades 4 & 5

Key for Grades 4 and 5 Academic Subjects and Specials:

| | | | | | | |
|-----------|----------|---------------|--|-----------|----------|---------------------|
| A+ | = | 95-100 | | C+ | = | 75-79 |
| A | = | 90-94 | | C | = | 70-74 |
| B+ | = | 85-89 | | D | = | 65-69 |
| B | = | 80-84 | | F | = | less than 65 |

“THE STAR PROGRAM”

Students Trying and Reaching

First Marking Period (December)

Any fourth or fifth grade student with an “A” average or greater in the five academic subject areas (Reading, Language Arts, Math, Science, Social Studies) and has a “G” or better in Conduct, including the Special Area Subjects (Physical Education, Art, Music, Library) will be recognized in The STAR Program for the first marking period. The child’s recognition for his/her achievement will be a dated star on a celestial background. For the rest of the fourth grade population, a baseline will be determined during the first marking period for a future measurement of performance and effort.

Second and Third Marking Periods (March and June)

Any fourth or fifth grader who improves ½ grade (5 points) in his/her overall average from the first marking period in the five academic areas and attains a “G” or better in conduct will be recognized in The STAR Program. (The color of the star will NOT be the same color as the first marking period.) However, the student’s average must not go down five points in any academic area. All baselines

will be determined in December of the academic year. Students who maintain the “A” average will remain in The STAR Program and denoted by a double star. Children, who increase their averages by ½ grade, or five points will receive a dated star each time success is reached for each marking period. The stars will be placed over the previous one, shadowing earlier accomplishments.

A classroom teacher may nominate a student for The STAR Program for outstanding effort, although the overall average did not improve. Children who do not make the program and have other extenuating circumstances will be reviewed and discretions will be made by the principal and teacher. Each marking period a letter from the principal will be mailed home celebrating the achievement of the student who gets on The STAR Program. In addition, an attempt will be made to publish the names of the recipients of the stars in the local newspapers.

Grading Guidelines for Grade 6

All Academic and Special Area Subjects are numerically graded.

Grades are determined by homework, class tests and class work. Participation in classroom discussion and doing regular homework assignments are very important parts of the daily work.

The criteria listed below are to be noted as an aid in determining what grades reflect, in reference to your child's work.

A student who achieves a grade of:

- | | |
|-----------------|--|
| (90-100) | <ol style="list-style-type: none">1. Consistently does more work than is required and all of it is of very high quality2. Possesses and uses a large and well-selected vocabulary in the subject3. Presents written work promptly, neatly prepared, and well organized4. Participates actively and intelligently in class discussion and possesses extensive knowledge of the subject matter5. Always assumes responsibility for making up work missed during an absence |
| (80-89) | <ol style="list-style-type: none">1. Does the required work with good quality2. Possesses and uses acceptable vocabulary in the subject3. Presents written work promptly, neatly prepared, and well organized4. Participates actively and intelligently in class discussion and possesses extensive knowledge of the subject matter5. Always assumes responsibility for making up work missed during an absence |

- (70-79)**
1. Does the required work with fair quality
 2. Possesses and uses a moderate vocabulary in the subject
 3. Presents written work promptly, neatly prepared, and well organized
 4. Participates actively and intelligently in class discussion and possesses average knowledge of subject matter
 5. Is attentive, but shows little resourcefulness or ingenuity in relating knowledge to new situations or problems
 6. Usually assumes responsibility for making up work missed during an absence
- (65-69)**
1. Does the required work with poor quality.
 2. Possesses and uses a limited vocabulary in the subject
 3. Presents written work which is sometimes late or carelessly prepared
 4. Participates infrequently and ineffectively in class discussions
 5. Possesses meager knowledge of the subject and frequently fails to assume responsibility for making up work missed during an absence
 6. Requires considerable re-teaching or assistance from the teacher
- (Below 65)**
1. Does less work than is required, or does work of poor quality
 2. Possesses and uses a meager vocabulary in subject areas
 3. Presents carelessly prepared written work, frequently late and usually in need of revision or rewriting.
 4. Fails to assume responsibility for work missed during an absence
 5. Has not reached a satisfactory level of achievement in spite of frequent re-teaching and assistance from the teacher

To be eligible for the honor roll, a student must achieve an 87% average by combining all of the major subject areas such as language arts, mathematics, social studies and science. The criteria for high honors will remain at 93% or above. In addition, the student must earn a conduct grade of "good" or better from music(including instrumental, strings, and vocal), art, physical education, and the classroom teacher.

HOMEWORK

Students are expected to have daily homework assignments to supplement their regular work during the school day. Homework is a necessary segment of the total school program if we are to have successful students. If a student does his/her assignments conscientiously, proper study and work habits will be developed that are necessary for superior work.

Homework need not necessarily be written, but may be found in the form of the following as well:

Studying: to strengthen the student's knowledge of the subject by rereading and reviewing the textbook and class notes.

Listening: to watch and/or listen to special television and radio programs, tape recordings, and videos in preparation for oral and written reports in class.

Reading: to read and comprehend textbooks, magazines, pamphlets, library books and newspapers.

Research: in preparation for oral and written reports, students will create and utilize charts, scrapbooks, themes, and graphs. Research projects will often involve many days of homework.

Each student in grades 2-6 should have a daily assignment pad. In this book the student will copy his/her assignments carefully and make sure he/she understands what to do. At home, the student will do his/her work to the best of his/her ability and through his/her own efforts. **If a student is absent, it is the student's responsibility to make up any assignments he/she has missed within a reasonable time frame.** Parents are expected to sign this assignment book nightly **after reviewing the assignment for completeness.** A parent's review of the homework assignment, as well as the parent's signature in the assignment book, reinforces the importance of completing homework assignments and acknowledges the student's efforts.

The length of time a homework assignment should take a student to complete is subject to many variables. The topic, the student, the content, the length of the assignment, and other factors all determine the time taken to complete an assignment. The need to recognize individual differences in academic ability is of paramount importance: an assignment requiring ten minutes from one student to complete may require forty minutes from another to complete.

In most cases, homework will be checked, discussed, and sometimes collected the following day. Grading individual assignments is the teacher's prerogative, but certainly repeated non-compliance with outside assignments will affect the student's grade in that subject, and it should be brought to a parent's attention.

- Student -** The student is the one who must complete the assignment. He/she should:
1. Make sure the assignment is recorded correctly in an assignment pad.
 2. Leave the classroom with all necessary materials.
 3. Be sure the assignment is clear. Ask questions or stay for extra instruction, if necessary.
 4. Set aside a homework/study time each day.
 5. Attempt to work independently and complete all assignments to the best of his/her ability.
 6. Be consistent in submitting assignments when due.

Parent - The parent is the interested observer who provides support and encouragement. As such, he and/she should:

1. Ensure that the child has a place in which to work. Preferably, such a place would be quiet and away from the distractions of siblings, television, video games, etc.
2. Be available at certain times to guide and assist. However, children should be encouraged to develop independent work/study habits in completing their homework assignments. **Parents should never complete an assignment for their child.**
3. Check to see that homework assignments have been accomplished by a reasonable hour. Complimenting an assignment that is well done, or conversely, insisting that a poorly done assignment be repeated, may be an important way to express interest in the learning situation.
4. Sign the child's homework to let the teacher know that the homework process was supervised and that all work has been completed to the best of the child's ability.

As children progress through the primary and intermediate grades, we would normally expect them to increase their capacity to complete homework assignments. The third grade student should be able to complete a longer assignment than the first grader, the fifth grade student more than the third grader, and so on. In general, homework is assigned only during the weekdays. However, it is possible that a period of time during the weekend may be required in order to complete some tasks, particularly those of a long-term nature, such as research projects, reports, public speaking preparations, or extra credit projects.

As a general rule, an **average** student should complete his/her homework assignments in the following amount of time:

| | |
|------------------------------|-----------------|
| Kindergarten - approximately | 15 minutes |
| Grade One - " | 20 minutes |
| Grade Two - " | 25 minutes |
| Grade Three - " | 30 minutes |
| Grade Four - " | 40 - 75 minutes |
| Grade Five - " | 40 - 75 minutes |
| Grade Six - " | 40 - 75 minutes |

Students who work efficiently and consistently may complete their homework assignments in less time than stipulated above. Those students who are more subject to distraction will usually need more time than indicated above. If a child consistently seems to have much more or much less homework than the above guidelines, a conference with his/her teacher might be in order.

Please note that students will not be allowed to return to the classroom for books after school is dismissed.

LONG TERM ASSIGNMENTS

A homework assignment is routinely due in class the day after it is assigned; however, as a child progresses through the grades, it is expected that assignments will become lengthier and more complex. Such assignments will require more than one evening to complete. Although kindergarten and first grade students would not normally encounter long-term assignments, initial exposure to such work should take place on an appropriate level during second grade. In grades three through six, long-term assignments should become more common. Book reports, projects, research reports, and speeches are some examples of appropriate long-term assignments.

LANGUAGE ARTS - K-6 OVERVIEW

Through language, people share stories, traditions and values; inform, describe and explain; modify their own behavior or the behavior of others, and provide and experience pleasure.

Students skilled in using the English Language Arts of listening, speaking, reading, and writing will be better able to confront, assimilate and communicate experiences.

The English Language Arts Syllabus published by the State Education Department is used as a guide by teachers in establishing a framework on which to build and expand their lessons. Teachers realize that students grow according to developmental patterns and use language to try to make sense of their environment.

Focus skills are grouped K-3 and 4-6, and are needed to achieve specific objectives.

Students are assessed in all grades throughout the school year.

Grades K-3

Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.

Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children.

Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Story time activities. Furthermore, targeted small group intervention is available for students in the lowest 30th percentile.

Grades 4-6

Objectives can include but are not limited to: the development of paragraph writing, autobiographical sketches, journals, narratives, fables and reading/writing of short stories.

On all grade levels, emphasis is placed on good expression, proper word usage, and the development of complete thoughts and sentences. Book reports are assigned on a regular basis by grade level. **Students are encouraged to read on their own every day** at home, and to write out their thoughts in some type of notebook, diary, etc.

Our general guideline is to expect some form of book report once per month in grades 3-6, four times a year in grade 2, and at least once during first grade. "Book Reports" may take on many forms: diaries, parodies, reviews, advertisements, letters, scripts, book jackets, puppet shows and craft projects are all ways in which students may be asked to respond to a book.

In Grades 3-6 students are required to take a state language arts test in January.

HANDWRITING

The skill of clear, properly formed letters is part of the instructional program in our district.

Proper formation of letters in manuscript is taught in grades K, 1, & 2.

In second grade, cursive writing is introduced in isolation.

In third grade, cursive writing is instructed letter by letter, and students are encouraged to use that style in their written work.

Additional practice in handwriting is provided in fourth, fifth and sixth grades. Students are encouraged to continue to use the cursive writing style in most written work.

SCIENCE

In order for students to develop the skills, attitudes and understanding of content in science, "hands-on" science experiments are required within our curriculum. Students will participate in science experiments appropriate to their grade level.

In grades **K-1**, a written record of science experiments will be recorded by the teacher. The students will discuss their observations and the class will produce one written report of materials, procedures, and observations.

Students will begin to record their experiments in second grade and will use a written format through sixth grade.

In grade **three**, "hands-on" science is done throughout the year. Units include: a life-cycle unit on butterflies; a thematic owl unit; and a buoyancy unit. All units contribute to the development of science skills. Formal written testing is also done.

In grade **four**, students are required to take the elementary student science evaluation test given by the state. The test includes two sections, an objective section and a performance portion.

In grades **five and six**, students are required to take examinations throughout the school year, as well as develop scientific skills through experimentation, demonstration of science concepts, and meaningful project work.

The fifth and sixth grade students will:

Solve problems effectively and with ease; use the following problem solving model.

Planning, obtaining data, organizing data, analyzing data, generalizing/synthesizing data, decision making.

Apply inquiry skills to solve problems: classifying, creating models, formulating hypotheses, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing, predicting, recording data, replicating, using numbers.

In grade six, students participate in an annual Science Fair.

MATHEMATICS K- 6 OVERVIEW

A major reason for the high priority given to mathematics in the school program is its great usefulness in solving problems. Each lesson has some element which helps students to develop problem-solving skills. Emphasis is on the practical use and application of numbers.

Kindergarten - develop an awareness of the concepts, words and symbols related to numbers, as used in daily living, through sorting and classifying activities using concrete objects. Kindergarten provides an introduction to graphs, patterns and simple addition.

Grade One - introduction to measurement and time (to the hour and $\frac{1}{2}$ hour). Continue to develop number concepts through sorting and classifying activities, using concrete objects. Use of real life situations, stories, games, art and social studies projects are used to reinforce familiarity with number symbols and words. Coin recognition, ordinals, mastery of addition and subtraction to 10, introduction to 10's and 1's are also stressed.

Grade Two - use cardinal numbers to 1,000 and explore number sequences in the range 1-1,000, in pattern research. Continue to work with even and odd numbers, recognize dollar and cent notation and explore inequalities. Mastery of addition and subtraction facts is emphasized by working with concrete objects, number lines, structured materials, games, and patterns.

Addition and subtraction are also incorporated into word problems to help students develop problem solving skills. Estimation is also introduced. Students will also learn about place value to 100, double digit addition and subtraction, telling time with hours, minutes, and elapsed time and measurement (with rulers and capacity).

Grade Three - use cardinal numbers through 1,000 and ordinal numbers through 500; explore the meaning of large numbers; develop and comprehend the multiplication tables, and division; identify the use of fractions in daily life; continue estimations and introduce probability.

Grades Four-Six - Some of the major topics include: Reading and writing large whole numbers; rounding numbers; development of the positive-negative number concepts; properties of numbers; probability and statistics; geometric explorations, set theory, graphing; metric measurement; exponential form; percentage and its meaning and uses; field mathematics; scale drawings; fractions and decimals; ratio and proportion; introduction to computers; mathematic formulas and their applications; introduction to algebra.

In all areas and at each grade level, the emphasis is on the development of problem solving skills which stress the development of logical and sequential thinking patterns. In addition, all students are expected to explain word problems with a written response.

In Grades 3-6 students are required to take a state math test in March.

K- 6 SOCIAL STUDIES OVERVIEW

Kindergarten - The social studies program at the kindergarten level focuses on helping the student develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are stressed. In addition, the child's relationship with others in the classroom and school, as well as the outside world, become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on beginning with the child using content that is relevant and personally meaningful. A wide range of inter-disciplinary activities can help the child grow and develop, gaining knowledge and skills.

Grade 1 - The grade one social studies program focuses on helping students recognize their roles as members of a family and school community. The development of identity and social interaction skills are stressed. The student will explore self, family and school. Building on the kindergarten understandings, the grade one program encourages interdisciplinary learning to assist in developing the content, concepts and skills of the program.

Grade 2 - In the grade two social studies program, the student is introduced to suburban communities in the United States. The student's own community can serve as an example for studying and understanding other communities. Communities are studied using five perspectives: social/cultural, political, economic, geographic and historic.

Grade 3 - In the grade three social studies program, the student explores rural, urban and suburban communities, focusing on communities around the world. The student's own community can serve as an example for studying and understanding other communities. Communities are studied using five perspectives: social/cultural, political, economic, geographic and historic. The concepts, content understandings and activities stress the child's role as a social being and self-directed learner.

Grade 4 - While building on and reinforcing the child's understanding of family, school and community, social studies in grade four focuses on political institutions and historic development--beginning at the local/community level and comparing and contrasting it to the state and national levels.

The in-depth study of local government will emphasize the structure and function of the local governing body and its leaders. Studying the rights and responsibilities of citizenship will heighten student political awareness. Participatory citizenship experiences in a democratic school setting will help the student develop a sense of political efficacy and an understanding of leader and supporter roles. Concepts of citizenship including power, equality, justice and liberty will be considered.

An historical study of the local community will focus on social/cultural, political and economic community roots. The people, places and events significant in the history of the local community, as well as Long Island and New York State studies, will be stressed. The relationship of local issues and events to national historic events will be established by using selected parallel studies in American history.

Students will focus on the political organization and history of the local community and their relationships with people and events in the state and nation. Rather than encouraging total memorization of dates and events, students will be guided in terms of time periods in American history, characterized by similar attitudes, values and events. Examples from the local community and nation will be utilized.

Grade 5 - The grade five program stresses geographic, economic, and social/cultural understanding related to the United States, Canada and Latin America. These perspectives build on and reinforce historic and political elements of the United States developed in the grade four program. Teachers select content examples or case studies from the United States, Canada and Latin America to help students grasp the content understandings and build concept learning. Mini projects that involve use of special areas such as library, computer, art or music will be assigned during the school year. A New York State test in social studies will be administered to the children as well.

Grade 6 - While building on and reinforcing previous learning, the sixth grade program is aimed at bringing the child to a fuller realization of his/her relationship to other members of different world communities. An awareness and enhancement of multiculturalism and sensitivity is explored through the use of many available sources.

The course of study in the sixth grade emphasizes the interdependence of all people, keying in on the Eastern Hemisphere. The emphasis of many of the lessons and activities for this grade level draw on specific examples of this region. Lessons also compare and contrast the specific information with similar data from other world regions. To fully develop and show the validity of each understanding, teachers draw on examples from the fifth grade study of the Western Hemisphere (United States, Canada and Latin America), where appropriate and applicable.

The sixth grade program focuses on a social science perspective emphasizing the interaction of geography and economics. This is used to develop and draw relationships and understandings about social/cultural, political and historic aspects of life in the Eastern Hemisphere and other regions of the world. Historical insights are used as a means of developing a total perspective rather than as an organizing framework for the grade. Current events are stressed throughout the year, using maps, pictures, videos, and newspaper articles, followed by oral and written dialogue.

SPECIAL SERVICES AND PROGRAMS

When individual needs arise in a classroom, a child may be referred to the building Intervention Response Team (IRT), where further evaluation and special services may be considered. These special services include: School Psychologist, Speech and Language, Resource Room, Remedial Reading, and Occupational and Physical Therapy. The Intervention Response Team (IRT) will make a recommendation to the principal concerning promotion, retention, and acceleration. The team will consist of the psychologist, Resource Room teacher, Reading teacher, Speech teacher, Classroom teacher, Special Education teacher, and the Principal.

REMEDIAL READING

Our Early Intervention Program works with students entering Grade 1. Children are identified by classroom teachers and have the opportunity to work in a small group with the Reading teacher. Beginning reading and writing skills are reinforced and reflect what is being taught in the classroom.

Students falling below the 30% tile on standardized reading tests may attend Remedial Reading classes, three times each week. Comprehension, vocabulary development, writing and study skills are stressed. Study groups are also offered in the morning.

ENGLISH AS A SECOND LANGUAGE

All new entrants to Centre Avenue School are given a Home Language Questionnaire. If the student speaks a language other than English at home, the student is evaluated for ESL services. Services are provided by a “pull out” or a “push in” format, depending on what is best for the student(s).

The objectives of our ESL program are to:

1. Develop and increase ELL(English Language Learner’s) skills in listening, speaking, reading, and writing in English
2. Assist the ELL in becoming fully part of a new culture and school
3. Support classroom objectives and New York State learning standards
4. Aid preparation for and administer all State Assessments to ELL students
5. Act as a resource in other content areas
6. Act as a liaison between the parents and the school

Throughout the year the progress of the ELL student is monitored. Verbal summaries of the student’s progress are given with each report card. In May of every year, each ELL student is required by New York State to take the NYSESLAT to determine continued ESL eligibility and/or level for the following year.

ENTERPRISE

Our Gifted and Talented program is called Enterprise and is available for students in grades 2 through 6. The criteria for automatic admission to the Enterprise Program for this year are as follows:

Entering Grade 2 (end of first grade) visiting program criteria

1. IQ of 125 or higher
2. Reading assessment - 90th percentile or above
3. Above 90 average
4. Positive teacher recommendation

Entering Grade 3 (end of second grade)

1. IQ of 125 or higher
2. 90th percentile or above in reading and math on standardized achievement testing
3. Grade average in major subject areas must be above 90
4. Positive teacher recommendation

Entering Grade 4 (end of third grade)

1. IQ of 125 or higher
2. 90th percentile or above in reading and math on standardized achievement testing
3. Grade average in major subject areas must be above 90
4. Positive teacher recommendation

Entering Grade 5 (end of fourth grade)

1. IQ of 125 or higher
2. 90th percentile or above in reading and math on standardized achievement testing
3. Grade average in major subject areas must be above 90
4. Positive teacher recommendation

Please be aware of the following additional information for admission into the Enterprise program.

1. A student meeting all four criteria for his/her grade level will automatically qualify for admission.
2. A student meeting three of the four criteria, including a strong teacher recommendation, and is close to meeting the fourth criteria, may be admitted to the program subject to approval by the Enterprise Placement Committee and availability of space.
3. Only testing authorized by the Enterprise Placement Committee will be accepted as admission criteria. Out of district testing will not be considered. Individual requests for testing by the school psychologist will not be honored.
4. Failure to qualify for placement in a specific grade does not preclude future placement. When warranted, additional testing will be administered by the Enterprise teacher.
5. Transfer students will be evaluated for entry into the program based on the criteria for resident students.
6. Students currently being serviced in the Enterprise Program will continue provided they meet performance criteria.

Any questions may be referred to Mrs. Healy, Enterprise teacher, at Centre Avenue School (887-8300 ext.224) or Dr. Lo Verde, Director of Pupil Personnel Services (887-8300 ext.544).

COMPUTER INSTRUCTION

Centre Avenue Elementary School has a computer lab which consists of 30 Dell computers and laser printers.

All students receive 40 minutes of instruction weekly in the lab and various amounts of reinforcement time as well. The classroom and computer teacher work with students in grades 3-6 in the computer lab on interdisciplinary projects. The computer assistant will work with classroom teachers of K-2 classes in the lab.

The elementary school computer program is designed to develop:

- A. A working knowledge of the computer in all students
- B. An integrated approach between the classroom curriculum and computer instruction
- C. A risk-free problem solving environment that will encourage students to develop thinking skills through the utilization of computer software.

Students learn word processing, data base, telecommunications, desktop publishing, digital photography, keyboarding, and research, in addition to diverse software programs that are applicable to their curriculum, and participate in numerous interdisciplinary projects.

SCHOOL LIBRARY

The Centre Avenue School Library houses over 12,000 titles, subscribes to over 20 student and staff periodicals, provides videos, computer software and Internet access, and offers both an instructional and interdisciplinary, resource-based research component. At present the Library has 5 Dell computers with CD ROM and Internet access and 3 online catalog computers with Internet access for electronic collection searching that are available for student use during the research sessions and during scheduled times. The Library also has a Smartboard interactive whiteboard for use with lessons during Library classes and as requested by classroom teachers. A weekly calendar is posted with times when Library is available before school (8:10am) and at lunch. Students in grades 3 through 6 will have their interdisciplinary research components evaluated. They include investigations in science, social studies or language arts. Those students who do not COMPLETE the projects will receive an "O" quiz grade averaged into the appropriate subject area grade for report card purposes and parents will be notified by mail of incomplete work.

Our **K-2** program is one of "Discovery" as students' love of reading and books is reinforced through storytelling, literature exploration, puppetry, holiday celebrations, and introduction to the vast resources of our Library. The selection and scanning of Library books begins after the Library Kindergarten Readiness Program (April) and continues through grades one and two. One book a week may be loaned and there is a catch-up day the very next school day for those who forgot their book on Library Day!

Grades three through six are involved in learning and reinforcing the skills needed to locate and properly use our resources. With the information explosion upon us, the library's goal is to

help our youngsters become comfortable with both print and non-print sources of information and to instruct them in the numerous ways in which they may present their newly discovered knowledge. Grades three, four and five select and scan two books every other week, and grade six may choose three books every three weeks. Teachers are asked to inform the Library of special book reports and projects so that book talks and material displays can coincide with assignments. Students in grades three through six are **REQUIRED** to bring a pencil and steno pad to Library at each session.

Whether it is an integrated project or simply a unit emanating from the Library, students in all grades will be completing such projects as Cereal Box Biographies, Make Your Own Cartouche, Kamishibai Cards (Japanese Story Telling), Second-Sixth Grade Animal Research, My Own Mother Goose Book, Bibliography Book Birth Certificates, Author Studies, Owl Research, Middle Ages, Newspapers and many others. The library at Centre Avenue is much more than just "charging out" books.

The Librarian is also available if you would like some reading guidance for your youngsters, if you would like to discuss projects, or if you need a reading list. Please feel free to call the office and schedule an appointment. The Dr. Richard J. Meagher Library will also be instituting a Birthday Book Club. You may donate a needed book to the Library in honor of your child's birthday, and we will add a bookplate with his/her name in the front of the book. Please contact the Library for more information.

ART

K-3

The art program in the primary grades encompasses the translation of sensory experiences with art work and the use of motor skills to express both experiences and feelings. In addition, students learn to find and recognize art in the immediate environment.

Grade 4 - Grade 6

The older elementary grades engage in discovery that different individuals see things differently. They begin to understand art theory and artistic intent. Students continue to develop their abilities to invent images and relate them to personal experience and they practice skills of concentration, discrimination and following directions.

The elementary art program is designed to give students a sequential learning process through art production, aesthetics, art criticism and art history. Its value is not only in providing a forum for self-expression but in revealing relationships of art to all aspects of our culture. Classes meet once a week for a 40 minute formal instructional period.

INSTRUMENTAL MUSIC

The Instrumental Music program is open to all students in grades 4-6. Our goal is to help each student develop an understanding of music by giving them a hands-on experience.

The student's experience is one of preparation and performance in which the skills of playing and maintaining a musical instrument are taught. Offered to the students are Woodwinds, Brass, Percussion and Strings. In their course of study, the students will be placed into performing groups (Jr., Senior Band and Orchestra).

Students receive weekly group lessons on their instruments and once at Senior Band and Orchestra level, they participate in two additional morning rehearsals each week.

We at East Rockaway strive to make every student enjoy and succeed in their musical endeavors. Expanding the students' musical world and helping them reach their fullest musical potential are our goals.

MUSIC

GOALS:

We seek to bring our students in East Rockaway Elementary Schools a vocal music program that will motivate, stimulate, and encourage our students to investigate and create music to his or her fullest potential.

We strive to create an atmosphere in which our students have a feeling of self worth and a positive attitude towards themselves and world cultures through music activities including singing, playing, movement, listening and creating.

MUSIC CLASSROOM RULES:

1. Listen when others are speaking
2. Follow directions
3. Keep hands, feet and objects to yourself. Stay in your own space
4. Work without disturbing others
5. Behave in a safe manner
6. Respect others and their abilities and limitations, equipment, materials. Come to class with a positive attitude, an open mind for new ideas, a willingness to learn and a creative spirit.

These rules will be discussed with all students. Appropriate behavior is expected at all times and will be rewarded. If a student chooses inappropriate behavior, consequences will be consistently and systemically implemented.

MATERIALS NEEDED:

1. Folder and pencil for each class (grades 2-6)
2. Recorder (when needed)

CURRICULUM OVERVIEW:

All music activities will adhere to the NY State Learning Standards for the Arts.

KINDERGARTEN

Our activities will help the children to notice what music is doing and how to react more sensitively to it. Students will learn the skills necessary to produce music and to begin to absorb concepts in music. They will discriminate among sounds and begin to make judgments about the use of sounds. We will explore the musical concepts of high and low, loud and soft, fast and slow, long and short sounds as we sing, play, move, create and listen. Musical qualities of form, harmony, rhythm, beat and tone color will be introduced through our various activities. Emphasis will be on the development of large and small muscles, coordination and rhythmic awareness through movement activities such as walking, running skipping, clapping, stamping, marching and playing instruments. We will concentrate on using the singing voice within the appropriate range by matching pitches, simulating environmental sounds, melody tracing and singing songs. The use of symbols and notation will be introduced to begin the music reading process.

GRADES 1-2

Students will continue with the same ideas and activities as in Kindergarten to develop music skills on a more advanced level. The use of symbols and notation will be continued to encourage the music reading process.

GRADE 3

Students will begin a course of music playing and reading using the recorder, a small wind instrument. They will have their own instrument and will learn to play and read music in class. We may accompany other music ensembles as we improve our skills. This program prepares the children for the band and orchestra programs introduced in the fourth grade.

Requirements:

1. Bring recorder, folder, and pencil to class each week.
2. Practice at home.
3. Accept the challenge and responsibility for learning to play an instrument.

GRADES 4-6

Continuous effort will be made for the students to explore and manipulate the elements of music within the activities of the music classroom. Voice production will be incorporated into the singing activities. Music reading skills are refined through singing, playing rhythm instruments, the keyboard and the Orff instruments. We will continue to use the recorders as a teaching tool. We will get to know the instruments of the orchestra and band with listening experiences designed to consider all styles music. Study related to other subject areas will increase the scope and understanding of the importance of music in our world. Students will develop an appreciation of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

CHORUS

The elementary chorus will learn unison and part-singing, choral reading and voice production, which will culminate in 2 concerts during the year. We may be asked to perform for special events as well. A letter and contract will be distributed to students interested in joining our group for the year. Students in the chorus will have the opportunity to participate in the Nassau Music Educators' All County Chorus and the NYSSMA Festival when singers learn and practice a song and sight reading skills with the culminating performance for a judge. The judge will evaluate and critique the student's performance.

PHYSICAL EDUCATION

The New York State Learning Standards are used as the basis for the Centre Avenue physical education program. The mission of our physical education program is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Our physical education program promotes the Physical Best Method of teaching. Each student's effort and progress is NOT based upon norm reference data, but by performing their personal best each class.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring and supportive atmosphere in which every student is challenged and successful. Students are provided with a learning environment that is modified, when necessary, to allow for maximum participation.

The Curriculum Areas of Study

- Demonstrates competency in many movement forms and proficiency in a few movement forms
- Applies movement concepts and principles to the learning and development of motor skills
- Exhibits a physically active lifestyle
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates understanding and respect for differences among people in physical activity settings
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

Students in kindergarten through sixth grade participate in physical education classes twice a week. They are given continuous experiences to develop fitness, motor skills, concepts of leadership, teamwork, respect for others, honesty/fairness, decision making, and attitudes leading toward a lifelong healthy and physically active lifestyle in a non-competitive setting.

Students should be appropriately dressed for the types of activities being performed in the physical education class. Concern for freedom, quality of movement, and safety influence the type of attire worn.

Physical Education Dress Code

1. NO jewelry/jeans
2. Sneakers with laces or Velcro are permitted
3. Sweatpants or shorts are permitted
4. T-Shirts are preferred

Students excused from physical education class must have a doctor's or parent's note. The school nurse will then determine if the child is to be excused from full participation or with modifications. Anyone excused from physical education will spend the lunch hour in a supervised area within the school, not out on the field.

Upon graduating from Centre Avenue, we hope that each child will have learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the benefits from his or her involvement in physical activities, and values physical activity and its contribution to a healthful lifestyle.

The students will also leave Centre Avenue Elementary with a better sense of civility and character which will hopefully be exhibited throughout his or her life. Our physical education program will provide each student with these necessary lifetime skills as a foundation, preparing them for the next level of education.

TESTS

As recommended by the Site Based Management Team, no tests should be administered on the day following an evening activity involving many elementary students. Such activities include concerts, district musicals, science fairs, and enterprise activities. In the case of an absence, tests will be administered based upon teacher discretion and student readiness.

LUNCH

Lunch may be purchased in the cafeteria or may be brought from home and eaten in the cafeteria. A hot lunch is available each day which is prepared at East Rockaway High School and transported to Centre Avenue School. Various snack items as well as milk and fruit juice may be purchased. Lunch hour operates between 11:45 - 12:45 (Grades K-4) and 12:45 – 1:45(Grades 5-6).

Students are expected to clear away any trays or debris after they have finished. No food of any type is to be taken out of the cafeteria.

Students must eat lunch in school and may only leave the lunchroom by having a parent or guardian sign him/her out. Inappropriate behaviors in the lunchroom or on the playground may result in a student being suspended from lunch time for a specified period of time. This would require that he/she go home during the lunch time hour or any other location supervised by the parent.

TEXTBOOKS

Textbooks are furnished to all students. Students are responsible for their textbooks. Students who lose books or damage them must pay for them. For safe keeping, the name of the student and the name of the teacher should be written in ink inside the textbook immediately after the student receives the text.

All books must be covered during the first week of school and are to remain covered throughout the year.

VISITORS

All visitors to the school must report to the Office prior to visiting a classroom. Parents should not be in the corridors, on the stairs, or outside any classroom at arrival or dismissal time. This includes parents wishing to see a teacher or to give something to a student.

NURSE

The Nurse's room is on the first floor near the General Office. A registered nurse is on duty between 8:00am - 3:15pm. The nurse's lunch hour is between 10:45-11:45am. If a student becomes ill and wishes to see the nurse, he is to request permission from the teacher-in-charge and promptly visit the nurse.

In most cases, the student who is not feeling well is allowed to rest and then is permitted to return to class. In more serious cases, the parent is called and he/she is expected to come for the student to take him/her home. No student will be permitted to go home unless the parent has been contacted. Students who are ill before coming to school should be kept at home. That decision should be made by the parent, not by the student.

When necessary, in an emergency situation, the school calls the Rescue Squad and notifies the child's parents and physician.

No medications are prescribed by the nurse. If it becomes necessary for medication to be administered during school hours, a permission form with the name of the medication, amount and time it is to be given as well as the duration of treatment, must be signed by the **physician** and the **parent** and be presented to the nurse along with the medication in the **original labeled container**.

ATTENDANCE

The East Rockaway School District believes that regular school attendance and punctuality are essential to a student's academic achievement.

We understand that absence due to illness is at times unavoidable, but attention should be given to the planning of vacations and outings so that they coincide with the student's vacation time and thus minimize the loss of classroom teaching time.

The school must be notified on the first day of each absence (887-8300 ext.232) and a note from the parent/guardian explaining the absence must be sent to the classroom teacher upon the student's return to school. Please be truthful in your explanation. By giving an excuse of illness when the cause of absence is personal, your child learns that it is acceptable to be less than truthful where school is concerned, even though this is not message that you intend to convey to your child.

ABSENCE

Absence is the cause of many failures in school. Unless health forbids or unless an emergency arises at home, students should be in school. Responsibility for making up work lies entirely with the student. Appointments should be made with subject teachers to determine the work to be made up. A student assumes the entire burden of getting this work done and handed in to the proper person. Absences due to pleasure trips, shopping trips, and social engagements are regarded as illegal by the Compulsory Education Law of New York State.

Every absence, whether for a part of a school day or for the entire day, requires a note from home. The note should be dated; it should indicate the number of days absent; the note should state the cause of the absence, and it should be signed by a parent.

Parents are requested to call the school nurse before 9:00 A.M. if a student will be absent. The number is 887-8300 ext.232 at Centre. You may call earlier and leave a message on the answering machine if you prefer.

When possible, students are required to make up missed assignments. Parents should call the school office by 10 a.m. at 887-8300X224 to make arrangements to pick up work.

LATENESS

Because many of our younger children are driven to school, we encourage parents to plan ahead so that each child arrives at school in time for the beginning of the class day. Your child should be on line with the rest of the class when the first bell rings. Interruptions due to lateness affect not only your child but the entire class. In all fairness, this interruption should be avoided. If your child does arrive late, do not walk him/her to the classroom. Go directly to the front door for a late pass. The late pass must be given to the classroom teacher. For each lateness, a note of explanation should be sent to the classroom teacher the following day.

Many of our older children walk to school on their own. It should be their responsibility to prepare for school ahead of time and arrive at school before the beginning of the school day. Punctuality, learned and practiced in your child's formative student years, will become a valuable asset in his/her future.

In the event of habitual lateness the principal will require students to make up lost time during the lunch hour or after school. Parents are notified automatically in writing for any student who has three or more latenesses during any marking period.

Centre Avenue School's procedures regarding lateness are as follows:

1. When a child accumulates three latenesses in any given marking period, a letter will be sent home from the principal.

2. When a child accumulates six latenesses in any given marking period, a second letter will be sent home by the principal.

3. After six latenesses, students beyond third grade will be required to serve deficient learning time for each additional lateness. This time will be scheduled during the student's lunch hour or after school hours.

HEAD LICE

Head Lice problems arise in school. The following practice is an attempt to deal with this type of situation in an expedient and effective way.

1. If a lice problem arises in a classroom, notification will be sent home to every child in the grade that day. Every child in the grade will be checked, time permitting. If it is not possible to reach each child by dismissal, the check will continue the following morning.

2. If a child is discovered to have lice, he/she will be immediately removed from the classroom and a family member will be requested to pick up the child as soon as possible. All siblings of the child will also be checked.

3. Any child sent home will be given information for the TREATMENT OF HAIR, AS WELL AS bedding, clothing, upholstery, carpet, family vehicle, etc.

4. The child will be allowed back to class when there is no evidence of the presence of lice or their eggs - as determined by the nurse.

5. The classroom teacher will not admit a returning child without a clearance note from the nurse.

6. Each returning child will be checked daily for a week as well as at random for a month in order to deal effectively with any recurrence.

7. In the event that there are signs of continued neglect in the treatment and ridding of head lice, the principal and nurse may be compelled to call upon Child Protective Services to help deal with the situation.

ANNOUNCEMENTS

The daily announcements are very important to all students and teachers. They will be heard each morning during the homeroom period over the television studio system. They will contain all official announcements of the day.

ASSEMBLIES

Assemblies will be held at frequent intervals throughout the school year. Students should conduct themselves appropriately at all times. Courtesy and respect are due all participants in the program.

BICYCLES

Students in grades 3-6 are permitted to ride their bicycles to school with the knowledge that the school assumes no responsibility for theft or damage to the bicycles. Bicycles are not to be ridden on school grounds. Extreme caution should be taken when walking your bicycle through the parking field and entering and leaving the school area. Bicycles must be placed in the bicycle rack located at the front of the school. A bicycle lock is to be placed on each bicycle by the student. It is now state law and school policy that all students riding their bicycles to school must wear ANSI approved helmets.

LOST ITEMS

A lost and found bin is kept in the All Purpose Room for the students and parents to retrieve lost items. After a period of time unclaimed items will be discarded or given to a local charity. In the event of large amounts of money found and unclaimed it will be directed to the student activity fund.

HOMEWORK ROOM

Centre Avenue School runs a homework room during both lunch hours for students that do not produce satisfactory homework assignments. This program is supervised by a teacher.

ELECTRONIC DEVICES

Students are not permitted to use electronic games, toys, cell phones, or CD players during school hours unless the classroom teacher or the Principal asks for such devices to be brought to school.

ARRIVALS

Children may arrive early at school, provided they are attending a supervised program; otherwise, children are not permitted on school grounds before 8:30 am. Siblings are encouraged to go to the Breakfast Program when there is a need to arrive at school with older siblings who are involved with band, chorus, extra help, clubs, etc.). The cost of the Breakfast

Program is \$1.50 per person. If this is not possible, please make other arrangements so that younger siblings are not standing on their class line (unsupervised) before 8:30 am.

When there is inclement weather, there will be an indoor line-up. Children are instructed to line up, with their class in the downstairs basement hallway. This also should NOT be before 8:30 am.

Adult supervision for ALL arrivals on school grounds DOES NOT take place until 8:30 am. For your child's safety, please refrain from dropping your child off any earlier than 8:30 am, except if he/she is attending a supervised program.

If there is a cancellation of a supervised program, the child is instructed to go to the All Purpose Room where the Breakfast Program is located.

No parents/adults should be in the building at arrival time unless they are there for a school or PTA function requiring their presence.

We encourage ALL parents to abide by the laws of the Village, as well as the laws of the State, by not dropping off your child in front of the school. For your child's safety, as well as the safety of other children, please instruct your child to cross the street by the crossing guards at all times. The police will enforce the law and issue you a ticket if you drop off in front of the school.

The school driveway is strictly for handicap use only. DO NOT USE IT FOR DROP OFF/PICK UP OR FOR TURNING YOUR CAR AROUND. It is illegal to do so.

The back parking lot is for STAFF USE ONLY. For the safety of your child and others, please refrain from using it as a drop off/pick up area. The gate will be closed from 8:15AM – 8:45AM, and again at 2:30PM – 3:00PM.

STAIRWAYS AND HALLWAYS

Behavior – Stairways should be safe avenues for transporting students from one destination in the building to another.

In order to keep the stairway use efficient and safe, students will stay to their right, taking only one step at a time, while maintaining silence and focusing ahead. These rules will be in effect whenever the stairwells are in use before, during, and after the teaching day.

Hallways are an extension of the means of which students move from place to place within the building. As such, hallways should also be used in a safe and efficient manner. Students will only be in the hallways with good reason. When moving through the hallways, students will stay to the right at all times. Students will maintain quiet in the halls out of respect for the classes in progress.

Students who violate the accepted code of behavior will serve lunch detention.

CLASSROOM DISCIPLINE

Classroom discipline is necessary for the evolvment of a positive learning climate. All grade levels are expected to promote an educationally sound environment by:

- establishing class/grade expectations at the onset of the school year
- utilizing age appropriate behavior modification strategies
- varying techniques to meet the individual needs of students
- maintaining student accountability for actions and behaviors
- utilizing the Dismissal From Class for as deemed necessary

Consistence and communication are two crucial aspects of any disciplinary procedure. Children readily acquire a sense of stability within the class when everyone knows what to expect, as well as what is expected. This can best be achieved by adhering to the guidelines outlined by the classroom.

This is your child's _____ referral.

DISMISSAL FROM CLASS REPORT

Teacher _____ Student _____

Date _____ Time _____ Class _____

Reason for Dismissal

_____ Student repeatedly disrupted the class and/or interrupted the lesson by

_____ Fighting

_____ Throwing objects

_____ Disrespect/disobedience toward teacher

_____ Other

Action Taken:

_____ Student to remain in office until end of period

_____ Student reprimanded by Principal

_____ Other

Student returned to class at: _____

Principal

*Three (3) referrals and student is suspended from school

Parent Signature _____

cc: Teacher
Parent
Student's file

LUNCH TIME CODE OF BEHAVIOR

At Centre Avenue School, Privilege and Responsibility = Recess. Each student begins the term with the privilege of eating in school and enjoying recess. Students choose to keep their privilege on a daily basis by adhering to the lunch time code of behavior.

Students are expected to demonstrate appropriate behavior during the lunch hour, i.e., being considerate of others, exhibiting good sportsmanship, using proper language, playing outside and returning to class in a safe manner. Students are required to obey all directions from monitors, faculty, safety patrol, and the principal.

Safety and fair play, as well as peer socialization, is the goal of the lunch program. It's the philosophy of the school to allow students to organize games and enjoy physical activity. During indoor lunch hours, due to inclement weather, quiet areas such as the Conference Room, Art/Music rooms, and the Gymnasium are utilized.

Children showing poor lunch time behavior will be given a warning and/or in severe cases will be referred to the teacher/principal with a lunch time referral form. The teacher/principal will meet with the student who may be recommended for "peer mediation" or, in some cases, a report will be sent home detailing the inappropriate behavior. A copy will be sent to the child's classroom teacher and also placed in a discipline folder. After three (3) such reports, a student's lunch time privilege will be revoked for a period determined by the principal. Parents will be notified of the final disciplinary action.

McDonald-type lunches (fast food) are discouraged from being brought to school, as they create a disturbance in the office and among the children in the lunch room.

Name _____

Date _____

Teacher _____

1. What mistake did you make?

2. Why was this disrespectful?

3. What should you have done instead?

4. What have you learned from this experience?

5. Write a letter of apology on the back of this paper.

ASSEMBLIES

Assemblies will be held at frequent intervals throughout the school year. Students should conduct themselves appropriately at all times. Courtesy and respect are due all participants in the program. Any student who disrupts, disturbs, or distracts other students will serve a lunchtime detention the following day. If unacceptable behavior continues, the student's privilege to attend assemblies will be suspended.

Faculty members will be responsible for attentive supervision of students at all times.

DISMISSAL

Teachers will lead their classes down the designated stairwell at dismissal time. Students will follow all hallway and stairwell rules as previously outlined in this handbook. No parents/adults should be in the building at dismissal time unless they are there for a school or PTA function requiring their presence. At no time should parents pull children from their line until they are dismissed by the teacher. Parents who have after-school appointments with a faculty member are asked to report to the office after their child is dismissed.

Parents should stand behind the yellow line in the outside dismissal area to allow an orderly dismissal. At no time (including inclement weather days) should a parent wait for his/her child in or around the exit doors.

VALET SERVICE

The Centre Avenue PTA coordinates a valet service in front of Centre Avenue Elementary School between the hours of 8:15-8:45 AM daily.

CENTRE AVENUE SCHOOL
CONTRACT

Dear Parents:

Welcome to Centre Avenue School. The entire staff and I want to make this a very successful year for your child in every way.

Please review the contents of this handbook and discuss them with your child. We would appreciate it if you sign the contract below and return it to your child's teacher. We look forward to providing an academically enriching experience for your child.

Timothy B. Silk, Principal

✂✂✂-----

I have read and agree to support the objectives stated in the handbook.

Parent's signature _____ Date _____

Print child's name _____ Class _____

Comments:
