

*Lewiston-Porter
Primary Education Center*



*2018-2019
Family Handbook*

*Mrs. Tamara Larson
Principal*

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NOTICE OF NON-DISCRIMINATION

The Lewiston-Porter Central School District does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies should be directed to:

e-mail: **CivilRightsCompliance@lew-port.com**

Dr. Patricia Grupka or Mr. Andrew Krazmien

Civil Rights Compliance Officers

Lewiston-Porter Central School District

4061 Creek Road

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Mission Statement

Students are empowered to be life-long learners, compassionate citizens, and global thinkers through innovative teaching models that connect home, school and community partnerships.

Welcome

Welcome to the Primary Education Center, home of Pre-K through second grade and multiage. Our building theme changes annually to integrate a spirited landscape for our students. The theme incorporates the Seven Habits of Happy Kids (Sean Covey, 2008). The habits teach students about the power of learning according to principles such as planning ahead, respect for others and teamwork. The seven habits equip our students with a common language. In partnership with parents, the home and the community, our intent is to nurture a growth mindset and encourage our students to do their personal best.

The Primary Education Center has been developed to be child-centered, with decorated hallways that are easy for children to navigate. In an effort to increase community and parent involvement, a parent/volunteer room is available in Red Wing room number R9 for parents and community members who come to visit or volunteer. We want each child and family to feel safe, comfortable and welcome in our school.

The health, wellness and safety of our children is also our school focus. We encourage healthy snacks, which include fruits and vegetables. Children will have daily physical education and recess to help exercise the body and mind. Wellness learning opportunities will be taught in our classrooms and, in order to promote a healthy life style, include family life, sports, bus safety, personal safety, hand washing, good nutrition and healthy eating.

Our goal at the Primary Education Center is to provide high quality literacy and math instruction. We have an integrated curriculum to teach the young learner to become a fluent reader and writer, and to understand mathematical problem solving. Through a variety of teaching methodologies and hands-on learning experiences, students will be very well prepared to transition to the Intermediate Education Center for third, fourth and fifth grades.

We look forward to continued success and exciting opportunities. The Primary Education Center will be your child's first experience in a school setting. We hope it will be the cornerstone and foundation for life-long learning. Through a strong partnership between home and school, your child will be engaged in a safe and dynamic learning environment. Let's work together to make their early learning years memorable and joyous!

The school day begins at 8:45 a.m. when children enter the school. After going to their lockers, children enter their classrooms and get organized to begin a new day. Each morning a different student-led news team broadcasts a morning program. The morning program includes the entire school Pledge of Allegiance, celebration of birthdays and student leader recognitions.



Since the Primary Education Center is focused on literacy and language development, the school day is filled with hands-on activities concentrating on reading, writing, listening, speaking and math skills. Each classroom teacher plans his/her day according to the NYS Common Core Learning Standards and the developmental needs of the children.

Special area classes are incorporated into each day, along with any necessary support services. Children eat lunch in the cafeteria with their classmates for 30 minutes.

Recess is provided each day in a variety of ways as a “brain break” from formal academics.

After a day filled with learning activities and lessons, children begin to get ready for dismissal, which is at 3:30 p.m.

Attendance

Coming to school regularly, and on time, is critical to successful learning!

Any absence from school requires a note from the parent or guardian as to the reason for the absence. Excused absences, according to the State Education Department, are: sickness or death in the family, impassable roads or weather conditions, religious observance, quarantine, required to be in court, attendance at health clinics, approved cooperative work program, approved college visits and military obligations.

Absence or tardiness for any other reason is considered unexcused, and will be entered on the student’s record. Each student who has been absent must bring in a written excuse from home on the day of his/her return o school.

Please report your child’s absence using the PickUp Patrol App or call the school office at 286-7222 by 8:30 a.m. A signed, written excuse is required each time your child is:

- tardy (arrival after 8:55 a.m.)
- early dismissal (before 3:25 p.m.)
- absent

Teachers may send homework as needed, or upon parent request, when your child is absent for an extended period of time.

Ready for Kindergarten?

Entering kindergarten is a milestone in the life of a child. There is various research available to answer the question as to whether or not your child is ready for this big step. No one knows your child better than you do; however, kindergarten readiness is sometimes unclear.

New York State has adopted nation-wide Common Core Learning Standards. The Standards are developed for Pre-K through grade 12 in order to help ensure that all students are prepared for colleges and careers no later than the end of high school. They are anchor documents that define general, cross-disciplinary literacy and math expectations. To view the complete list and further explanation of the Common Core Learning Standards you can log into:

http://www.p12.nysed.gov/ciai/common_core_standards

Also included are the 21st Century Skills and Common Core Learning Shifts that are integrated in our learning environment. We look forward to the journey with your child.



21st Century Skills

Learning and Innovation Skills

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Communication and Collaboration

Information, Media, and Technology

- Information Literacy
- Media Literacy
- Information Communication & Technology
- Literacy (ICT)

Life and Career Skills

- Flexibility and Adaptability
- Initiative and self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Global, Civic and Financial Literacy Skills



Getting Ready for Kindergarten



Cultivating a Growth Mindset

Growth mindset definition: Belief that children's basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishments (Carol Dweck, 2013)

Nurturing a growth mindset has become a teaching priority at the PEC. You can partner with our school to develop a growth mindset in your child by:

1. Teaching the value of challenges
2. Praising effort and perseverance.
3. Encouraging your child to expand their learning.
4. Saying “yet” more often (I don’t know all my letter sounds “yet”).

Organizational Skills

Teach your child to organize.

1. Plan activities together. Make a list of things to do each day.
2. Put all items to be taken to school near the front door before bedtime.
3. Set aside a special time each day without distractions to talk about school.
4. Develop a sense of responsibility toward school in your child.



Math Skills

Use daily opportunities to work with numbers, such as:

1. Grocery shopping and planning menus
2. Simple directions—cooking and setting the table
3. Money and its value
4. Old calendars, playing cards for sequencing and recognizing ordinals
5. Days of the week
6. Household articles to learn shapes
7. Clocks and time



Cultivating a Love for Reading

1. Make reading a part of your everyday schedule.
2. Expose your child to a variety of print—road signs, newspapers, magazines, cereal boxes, ads, etc.
3. Let your child see you reading.
4. Take time to answer questions—you have a lot of knowledge to share.
5. Use the library together—when your child can write his name, he can get his own library card.
6. Introduce many types of books: children's dictionaries, fairy tales, nursery rhymes, concept books, books about animals, holiday books, flip books, pop-up books, children's magazines, poetry books, books in other languages.
7. Use reading as a tool for doing something—following a receipt, assembling a toy or model.
8. Share your childhood experiences through storytelling.
9. When you read to your child, be dramatic, make sound effects, show your enjoyment of the story.
10. Keep a few books in the car and change them periodically.
11. Help your child make his/her own phone list with emergency numbers and numbers of family and friends. This will foster independence.
12. Make a book about a family trip.
13. Leave simple notes to your child—"I love you", or "Here are some cookies for you".



Speech/Language Skill Development

Strong oral language skills can lead to strong reading and writing skills. Language development consists of listening and understanding what you hear, using words to communicate thought/ideas and clearly pronouncing sound and words. **Encourage**

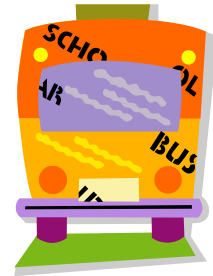
listening and speaking through daily activities:

- Play “Simon Says” with your child to practice understanding simple directions.
- Ask your child questions as you read a story to them to see what they remember (“Who is this story about?”, “What do you think will happen next?”).
- Have your child retell what happened in a show they watched or a book you read together.
- Play with puppets, sing songs, learn nursery rhymes.
- Encourage complete sentences.
- When your child starts coming to school, ask them what they did that day in school. If they say “nothing”, be specific, ask “What did you do in gym?” or “What story did you read?”.
- Play word games—how many words can we think of that start with “f”; switch the first sound in a word to come up with rhymes.
- Children 4-5 years old will have about 85% of all sounds. The sounds of s, l, r, ch, sh, th continue to develop through 7-8 years old.
- Most importantly, model what good listening is by paying attention to what your child says and how they say it.



Talking and listening to your child lets them know their message is important!

A MESSAGE FROM RIDGE ROAD ABOUT TRANSPORTATION



Our Drivers

All of our drivers are required:

- To pass a physical each year as set forth by Federal DOT and NYS Education Department.
- Participate in a random drug and alcohol testing program throughout each year.
- Have a copy of the previous year's driving record from NYS DMV on file each year.
- Complete and pass a written test, driving test, and physical performance test every two years.
- Attend two mandatory safety meetings each year.

Bus Schedules

Bus schedules do not change much from year to year. Adjustments are made to accommodate boarding factors. The routing schedule is usually finished in mid-August, and the school will mail out letters with routing information, route numbers and approximate times for pick-up.

Important Note

Our drivers cannot drop any student off anywhere except home unless other arrangements are made through the school and they have issued a bus pass with the address change.

Parents **must wait** in the morning with their children. Parents also have to help the child cross the road **under the direction of the driver.**

The drivers are responsible to get your child/children on and off the bus safely. The drivers are required to use hand signals and train your children to follow their direction. The driver is responsible for safety decisions in traffic. In the afternoon, it is **important that a parent be waiting for the bus.** The students are looking for you and so is the driver. We need to know that you are home, or we have to return your child to the school.

Transportation Continued

Lost Child

What if the bus goes by your house and does not stop to let your child off? Don't worry. Sometimes a child will fall asleep, or is just busy and for some reason the driver missed your stop. This doesn't happen often . . . but it has happened. Feel free to call the bus company or the school. We can get in contact with the driver via radio and find out what happened. **Bus Company: 286-7830 or 286-7831; District Office Transportation Dept.: 286-7244; School Switchboard: 754-8281**

Lost Articles

If your child leaves something on the bus, it will be there the next day. For safety issues, we do not want children running back to the bus to retrieve articles left on the bus. Writing names with permanent ink in jackets, book bags, etc. will help in returning articles.



Seatbelts

We have seatbelts on all buses, but we do not enforce the use of them. School buses have padded seats and are designed by DOT, classified as safe under the compartmental theory. We would appreciate your help in reminding students to remain seated in the padded seat area.

Bus Escorts

During the first trimester, kindergarten teachers will escort their students to the correct bus in the afternoon.

Bus Stop Safety

Parents must be visible at the bus stop so that your child can get home safely.

Bus Transportation Continued

Lewiston-Porter Central School District provides transportation to and from home. Two alternative child care requests will be honored by the school district Transportation Department.

From the time children enter school in September, the staff assists and supervises student arrivals and dismissals. It is important for parents to go over the rules for bus behavior with their children. Proper student conduct promotes a safe and pleasant atmosphere. The bus provider, Ridge Road, has issued rules of conduct. Violation of rules may result in suspension of transportation privileges.

Arrival of Buses

Buses begin picking up students at approximately 7:50 a.m., arriving at school by 8:45 a.m. Please be sure that your child is at his/her bus stop on time.



Dismissal to Buses

Dismissal begins at approximately 3:30 p.m. Students will not be allowed to get off of their bus at a different stop or change buses without a bus pass issued by the school. The Primary Education Center is pleased to use "PickUp Patrol", a program which offers a safe, convenient way to request bus changes and to notify the school that you wish to pick up your child using your computer, smart phone, or tablet. **A transportation package providing information and instructions for using PickUp Patrol will be mailed home each summer. It is extremely important that the information requested in this package be returned to the school by the deadline stated.**

PARENT TRANSPORT

When your child needs to be driven to or from school :

Arrival at School

- Arrivals before 8:45 a.m., child must be signed in, and the adult must wait with them in the main lobby .
- Arrivals after 8:45 a.m., child must be escorted into the building, and signed in. To promote independence and minimize disruption of instruction, please consider allowing your child to walk to class on his/her own.
- Pre-K parents will escort their children into the building via the red wing.
- Pre-K students who have reached the age of 4 are eligible to ride the bus to school. These students will be met and escorted by a staff member from the buses each day.

Dismissal

1. Notice of early release can be communicated to the school via "PickUp Patrol".
2. Parents wishing to pick their children up at dismissal must arrive no later than 3:20 pm. If someone other than the parent will be picking up the child, the person must be listed on one of the following and present **photo ID**:
 - A) written note, signed by the parent/guardian
 - B) Permanent Pick-Up form, signed by the parent/guardian
 - C) "PickUp Patrol"
3. Parents must notify the school via "PickUp Patrol" if they wish to pick up their children at dismissal. **Photo ID will be required**. Children will be escorted to the cafeteria at 3:30 where they will meet their parents.
4. For security reasons, children are NOT allowed to be picked up after they are dismissed to the buses.

In the event of an unscheduled early dismissal, or on half days, arrangements should be made for the care of your child. In the event of inclement weather, please check your local TV and radio stations and the school website for school closings. Please do NOT call the school.

School Bus Rules of Conduct



1. The driver is in charge.
2. Obey the driver's instructions.
3. Be seated and remain seated.
4. Three students per seat.
5. No seats reserved unless assigned.
6. Keep your hands and feet to yourself.
7. Talk in normal tones.
8. No profane language or gestures permitted.
9. Keep hands off property of others.
10. No dangerous weapons permitted.
11. Lighted matches are dangerous weapons.
12. Do not litter or damage the bus.
13. Do not tamper with emergency devices
14. Do not extend arms or heads from windows.
15. Ride the bus that you are assigned to.
16. Embark and disembark at your own stop.
17. Keep the aisles clear.
18. Do not eat anything on the bus.

Instructional Program

The Primary Education Center is organized into wings of mixed grade levels in order to create a neighborhood atmosphere. Our red wing houses our community-based programs which include Universal Prekindergarten YMCA SACC (School Aged Child Care), and Confucius Chinese classroom through University of Buffalo. The wings are identified by using color, and the rooms are numbered by the first letter of the wing color and a number, i.e.: Green Wing – G3. The building plan includes a creative display of student work and service learning projects to make our school attractive and welcoming.

The foundation of our instructional design is small class size. Our instructional program is integrated, child-centered, and developmentally appropriate, including:

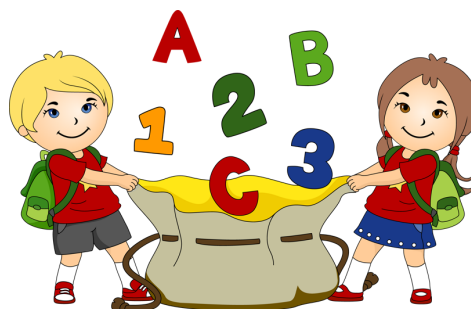
RAZ Kids, an on-line guided reading program with interactive ebooks and reading quizzes to motivate student goal setting.

Accelerated Reader, a developmental reading program using trade books and technology to enhance and support individual reading skills.

Primary Handwriting Curriculum, a structured strategy for teaching manuscript printing which is appropriate to the motor development of the young child.

Magic Penny, a support program provided in small groups in a classroom setting, which helps children to sequentially learn the reading skills which help them master phonemically-based skills to make them better readers, writers and thinkers.

Special Area Integration, helping students connect knowledge and information, in order to make sense of their world through art, music, library/media instruction and Chinese enrichment.



Library/Media Center

The Media Center is the heart of the school's literacy focus. Time in the library is a high point each week for all classes, including Pre-K. Children are encouraged to read both fiction and non-fiction as prescribed by the new Common Core Curriculum Standards. Parents are also encouraged to share and read together both types of books with their children weekly. Along with a love of books and reading, the Media Center lessons include all aspects of information literacy and digital citizenship.



Special Areas Subjects

Special areas are an integral and enriching part of the school day. Some of these areas have specific requirements.

Art

Clothing: Art shirts/smocks are required in order to protect children's clothing during art projects. Old, oversized T-shirts work the best!

Physical Education

Children do not change clothing for physical education classes at the Primary Education Center. *Footwear:* Tie or Velcro sneakers are required. For your child's safety, no sneaker boots, slip-ons or platforms are allowed.



Excuses: When a child must miss gym class, a note explaining the nature of the problem must be addressed to the school nurse. If the child's medical problem will be for an extended period of time, a note from a physician is required.



No jewelry policy: District policy states that no jewelry of any kind is permitted during gym classes. To avoid missing gym classes, ear piercing should be done during the summer.

Music

In music class students will be singing, listening, playing instruments, moving and dancing, and creating. Lessons are based on NYS standards and Common Core Learning standards. No special requirements as far as clothing. Just readiness to have fun through many structured and non-structured opportunities to make music!



Classroom Instructional Design

The Primary Education Center believes that parental involvement in a child's educational program is an essential cornerstone for a successful school year. We also recognize that each child has a unique learning style.

To nurture your child's strengths, we continue to create a dynamic instructional design at each grade level. The following five education programs will be implemented at the Primary Education Center beginning in first grade:

- **Traditional Elementary Classroom:** *Students remain with the same academic teacher for the entire instructional day.*
- **Departmentalizing Model:** *Students transition to another class for one subject. Teachers specialize in a curriculum area such as math or writing.*
- **Looping:** *This is an educational design or structure in which a whole class stays together for two consecutive years with the same teacher. Students benefit from a multiyear relationship that creates a cohesive family atmosphere with an increased sense of academic and social-emotional stability for children.*
- **Multiage Model:** *This educational design is comprised of students of mixed ages. Most of the children spend two years with the same home-base teacher. This model incorporates the concept of looping, departmentalizing, and peer mentoring.*



WHAT IS AIS, RtI AND WIN?



The Lewiston-Porter Primary Education Center recognizes a wide range of interests and abilities within our student population. Children in the earliest grades demonstrate learning strengths and needs along a broad continuum in each academic area. The New York State Education Department requires that teachers provide clear evidence that children are acquiring the necessary skills to perform assessments at various times during their elementary years. New York State also requires that teachers identify children who may require additional support in developing academic skills. NEW this year! WIN (What I Need) WIN is identified academic blocks that will support your child in meeting his/her current learning goals. WIN groups will remain flexible as students' needs change during the course of the year. This year, during WIN blocks, we will provide academic enrichment to students who qualify with a full-time Enrichment teacher, Mrs. Kazulak. Mrs. Kazulak will also be offering flexible enrichment to all classrooms with Global Read Alouds and Mystery Skype. During WIN time, team teachers focus on skill development based on what your child needs now.

In response to these mandates, our school implements a multi-tiered, school-wide academic service delivery system at the Primary Education Center. It is in response to legislation requiring districts to ensure that all students have a plan for guided instruction and assessment. We use research based interventions, progress monitoring and ongoing data evaluation to help students improve. All students at the Primary Education Center are receiving explicit and systematic instruction in phonemic awareness, phonic, vocabulary development, reading fluency, comprehension, and writing through our scientifically researched-based Scott Foresman Reading Series and Reading A to Z, an on-line leveled literacy program, correlated to Common Core Standards. We are implementing a new literacy program this school year: Lucy Calkins Reading and Writing workshop model. They are also receiving explicit instruction in Math aligned to the new Common Core Learning Standards with the Engage NY Math Modules. The content subjects of science and social studies are integrated into the literacy programs at the primary level. We continue to use a school-wide system for student success—a Response to Intervention (RtI) Model. RtI represents an important educational paradigm shift, which had been shown to lead to more appropriate identification of, and interventions for, students with learning needs. The decision as to whether a student who is struggling to meet the Common Core Standards might need changes in the nature of early intervention and instruction, or might have a learning disability, must be based on extensive data. To this end, the PEC administers universal screening to all students K-3 three times per year to identify those students who are not making academic progress at expected rates in both reading and math. This data is examined and appropriate interventions are put into place by our Student Support Team (SST). The SST will provide alternative education strategies, interventions and services to the general education teacher. The interventions will be closely monitored to determine the student response to the intervention. If the student needs additional support with Reading, Math, Speech and/or Occupational Therapy, this will be determined as the student responds to the services provided and moves through a tiered level system of intervention. We will be sending home fall, winter, and spring Universal Screening Reports. Your child's teacher can explain how your child's score compared to National data. Your child's teacher will inform you if your child needs any level of Academic Intervention Services (AIS). The AIS deemed appropriate for your child will be implemented to help your child succeed in the classroom. If you have additional questions, please contact me at 286-7220. We look forward to partnering with you this school year.

Support Services

Children who are in need of additional assistance to meet the learning standards are supported in a variety of programs. Early awareness of a child's needs and intervention are important for success. This helps reduce or prevent future difficulties and customize learning.

Reading and Writing is an early intervention program for children who need explicit practice with reading/writing instruction in a small group setting.

Speech/Language is a service to support the development of language skills, as well as pre-reading skills and vocabulary development.

Resource/Consultant Teacher is a service which focuses on helping the child with daily assignments in a variety of subject areas identified by the Committee for Special Education.

Occupational Therapy (O.T.) is a service delivered in a small group setting to help students with gross and fine motor skill development.

Counseling services are provided to assist children in dealing with social and emotional needs that are interfering with their learning by a full-time licensed social worker.

Health Services are provided by a registered nurse on staff full time.

YMCA Student Programs/Partnerships

School Age Childcare (SACC) is provided by the Niagara Falls Family YMCA. For more information, please contact the YMCA at 285-8491.

Universal Pre-K in partnership with the Niagara Falls YMCA for children who will be four years of age by December 1.



“Standards-Based” Report Card

What is a Standard-Based Report Card?

There are four essential components of a standards-based system:

1. The content standards as outlined by the New York State and District Standards that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to reassure learning and the extent to which a student has met each standard.
4. The communication tool that allows a teacher to accurately report a student's progress toward meeting standards three times throughout the school year.

Parents, when using the standards-based report cards, it is important to note:

- Marks of “3” and “2” BOTH indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support with which the student works.
- On a “standards-based” report, a mark of “3” is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level.
- Marks of “4” and/or “1” indicate student performance is FAR above or significantly below grade level expectations, and requires dialogue with the teacher.

Won't most students receive the same grades, mostly 2's & 3's?

Learning is a process and it should be expected that repeated experiences and exposures are necessary for students to acquire new skills and strategies. A score of “2” indicates the student is progressing towards the standard. Once the student demonstrates their understanding of the contents and skills involved in the standard, they will earn a “3”.

The process of moving from a “2” to a “3” is student specific and is characterized by the student independently performing the skills with accuracy and quality. The proficiency scale “continuum” guides teachers, informs parents and can motivate students to extend their learning and competencies further.

How do I help my student “get a 4”?

Remember, a mark of “3” indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be.

“Getting a 4” is not about what *more* a student does. It is what a student knows, and at what level he/she applies what he/she knows to new and higher level situations that exceeds what is explicitly taught in class.

The shift in thinking from the A, B, C, D, F letter grades is that “3” is the top for the grade level and should be celebrated as such.

How is it possible for my child to “drop” from one mark to another?

It is important to note that the student does not necessarily drop a grade. The proficiency score is an indication of performance with expectations of difficulty that increase throughout the school year. In other words, the concepts increase in difficulty as the proficiency score of 3 in the first trimester could earn a 2 in the second quarter when the rigor of the standard has increased. This shift from a 3 to a 2 indicates the student understands the major elements of the concept but may need more development of the finer details and more teacher support.

Frequently Asked Questions:

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Individualized instruction information
4. Consistent evaluations between students



Q: How does this help parents?

A: Standards-based report cards enable parents to receive accurate information based on

cumulative student progress throughout the marking period.

In addition, they

1. Promote more detailed and meaningful conversations at parent/teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards and expectations so parents gain a complete idea of student progress

Q: Why are all standards not listed on the report card:

A: A standards-based report card is not the same as a standard/learning outcome listing.

Teams of teachers and administrators:

1. Reviewed the New York State and District standards for each grade level and
2. Chose descriptors which were considered most significant for student learning in each grade level

Q: Why are there no letter grades?

A: A standards-based report card's rubric approach (4,3,2,1) provides information about student achievement without the need for letter grades. Letter grades:

1. Follow a teacher's individual assessments and expectations
2. Do not show a student's performance toward state and district expectations

Frequently Asked Questions:

Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?

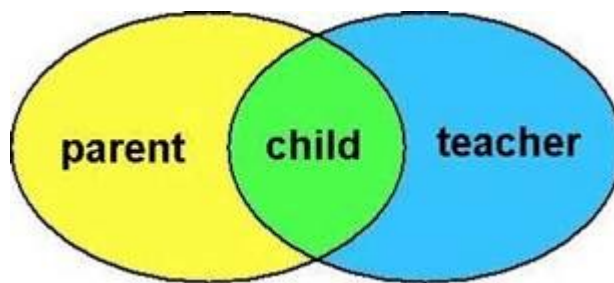
A: The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

1. A student may meet the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period
2. A student might receive a 3 in the first marking period and then receive a 2 in the second marking period

We encourage parents to speak with their child's teacher(s) about how they may reinforce learning at home. Parents are also asked to review their child's report card at home and encourage their child to discuss his/her own learning and set goals together for the school year.

Advantages of a Trimester Schedule

- Allows more flexibility in pacing the Common Core Standards based curriculum.
- Gives children more time to truly meet the standards.
- Increases opportunity for well informed parent-teacher communication before the end of the first marking period.
- Promotes more detailed and meaningful conversations at parent/teacher conferences.



Playground Behavior Rules

We are very proud of our playground! In an effort to make visiting the playground a pleasant experience for all, the following behavior guidelines were created with input from students and members of the staff.

1. Be a good sport. Play fair.
2. Always listen to grown-ups.
3. Wait your turn. Go one at a time on ladders and equipment.
4. Always walk on playground equipment. Never run.
5. Go down the slide, never up. Always slide down feet first.
6. On the swings: Always sit.
Slow down before getting off.
Stay a safe distance from moving swings.
7. Use both hands when climbing.
8. Keep wood chips on the ground and inside the borders.
9. Report broken equipment to a grown-up.
10. Pick up all litter.



The Cafeteria

Meals are provided by a private food service, and your child receives a menu at the beginning of each month. School breakfast is also available beginning at 8:45 am. You may prepay for your child's lunch for a week, month or the entire school year, and may do so by check made payable to Lewiston-Porter Central School. Please make sure that you note your child's name and the fact that it is a lunch payment.

You may also register with the online site, "MySchoolBucks.com", using your child's *confidential* ID number and maintain your child's account that way. Your child's purchases will be deducted from your account, and you may, at any time, view his/her purchases and your remaining balance.

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3 Easy Steps!

1

Go to
myschoolbucks.com

2

Create your account

3

Pay with your
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or electronic check

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our **FREE**
app today!



Health Information

If your child must take prescription or non-prescription medication during the school day, a written document from the doctor must be submitted to the nurse stating the name of the medication, dosage and time to be given. Also, a written request from the parent/guardian for medication to be taken by his/her child in school must be submitted.

Medication, including inhalers, in the original container with the prescription label, must be delivered to the school by the parent/guardian. The medication will be safely locked away in the Health Center. Your child will be given the proper dose at the proper time by the school nurse.

No medication will be administered without a physician's written statement.

First Aid or Illness

The school must be able to contact a child's parent/guardian in case of illness or an accident in school. Parents/guardians must provide the school office with alternate phone numbers which may be called if the parent cannot be contacted. These numbers should be for people who are able to pick up your child when you are not available.

The school office should be notified of a change of address or telephone number as soon as possible after the change takes place.

Immunization

New York State Public Health Law (Section 2164) requires that all school entrants furnish proof of immunization against Diphtheria, Tetanus, Pertussis, Polio, Varicella, Measles, Mumps, Rubella and Hepatitis B. Additionally, Pre-K requires Hib and Pneumococcal immunizations. Information about free immunization clinics can be obtained from the school nurse or the Niagara County Health Department at 278-1903. *The only exemptions to this law are:*

Medical exemption—physician statement on a NYS form certifying that the immunization may be detrimental to the child's health. This must be reissued annually.

Religious exemption—a written and notarized statement of sincere and genuine religious beliefs prohibiting immunizations completed on the NYS form. This must be reviewed by administration for approval.

Proof of immunizations are required by the 14th day of school or your child may be excluded from attending school.

Hearing and Vision Screenings

Hearing and vision screenings are administered each school year and are not diagnostic in nature. If any apparent hearing loss or vision difficulty is evident, parents/guardians will be notified in writing by the school nurse.

Insurance

Students must rely on family coverage for medical care if they are injured while involved in an accident when participating in a school-sponsored activity.

Physical Examinations

According to New York State Education Law—Section 903, all new students, and each student entering grades Pre-K or kindergarten, 1, 3, 5, 7, 9 and 11 are required to have a physical examination.

This examination will be acceptable if it is dated not more than 12 months prior to the first day of school.

Dental Examinations

A dental health exam is also requested in the same year that the medical exam is required.



Field Trips

Class field trips are an integral part of your child's learning experience. Many field trips are provided at no cost to families. Students may be asked to contribute for those field trips that carry admission fees. A permission slip will be sent home with pertinent information regarding each trip. Permission slips must be signed by a parent/guardian and returned in a timely manner for your child to participate.



Pets in School

Parents are asked to consult the building principal before allowing children to bring any type of animal to school. It is important for the safety of all children to monitor animals in school due to the possible existence of allergies or anxiety issues in some children.



Student Allergies

We are a latex safe school, which means that all items that contain latex, such as balloons, are prohibited. Also, nut/peanut allergies can be very serious - please let our health office know about student allergies of any kind. The safety and health of our students is a major concern. Cafeteria nut/peanut-free tables are available. Also, some classrooms are nut/peanut-free rooms.



Dress for Success - Clothing

Appropriate attire promotes safety, and contributes to positive behavior and self-concept. The cooperation of parents/guardians in encouraging dress suitable for school is appreciated. Inappropriate dress could endanger physical health and limit participation in school activities. For example, dress shoes, open-toed or backless sandals and high-heeled shoes can be unsafe in the school environment. Special attention should be paid to making sure your child is prepared for changing weather conditions.



It is recommended that a change of clothing, including sneakers, be kept in your child's locker. Your child has the right and responsibility to dress within the limits of safety, cleanliness, appropriateness and decency, and not in a manner which would interfere with the teaching and learning process.



Parent/Family Involvement

We invite and encourage parents and family members to be an integral part of a child's learning experience. Involvement in school is important for your child's success.

Keep informed:

- Our monthly newsletter is available on the PEC website under Headlines. The newsletter will also be delivered to families who have signed up for Seesaw. Additionally, you may sign-up to have it emailed to you. To do so, go to the Lewiston-Porter website, then to the Primary Building Quick Links to sign up. The newsletter contains valuable information and an updated calendar.
- Attend Parent Orientation and Parent/Teacher Conferences during the year.
- Attend Board of Education meetings.
- Become a member of our PTA.



Parent Orientation: In September, an evening is scheduled for you to meet your child's teacher. Valuable information is provided at this time, including classroom procedures, programs and assessment. The date is noted on the school calendar. Specific times and locations for the orientation will be sent home with your child.

Parent-Teacher Conferences: At the first trimester marking period, you will be contacted regarding a time for a conference with your child's classroom teacher. These conferences are usually limited to fifteen minutes. Thirty week conferences are held if requested by the teacher or the parent. Teachers are available throughout the school year for additional conferences, as needed, to discuss your child's progress.

Kindergarten Orientation: Children who will be entering school in September are invited to come to school in May to meet the Kindergarten teachers, tour the school, and have the opportunity to ride the school bus. A program for parents is also presented at this time.

Visiting School: When visiting the school, parents and family members are asked to make arrangements with the teacher in advance and sign in at the office to pick up a visitor's pass. The office personnel will contact the classroom regarding your visit.

Parent Room: There is a comfortable parent/volunteer room available, offering a welcoming and relaxing atmosphere. Visitors are encouraged to stop in!



Volunteers are welcome and can be helpful in a variety of ways:

- Help to organize classroom parties and activities
- Classroom - to offer direct assistance to the teacher and assist with holiday/theme-related projects
- Field Trip Chaperones to monitor and assist children on various field trips
- Media Center - to assist the staff in various ways
- PTA School Store - to monitor the store and assist children with their purchases
- It is **mandatory that you attend our Parent Volunteer Training before** volunteering in our school. Call the school to find out when the next training session is scheduled.



Ways to Support Your Child's Educational Experience:

- Check the list of necessary classroom supplies and replace materials regularly throughout the school year.
- Monitor book bags, folders and assignments daily.
- Read all important information sent home including newsletters, teacher messages, lunch menus, book club order forms, and field trip notifications. Please respond in a timely manner.
- Consider becoming involved in the Parent/Teacher Association (PTA).
- Provide your child with a good start to each day. Having a good breakfast, and being well rested and prepared for school helps a child to be more alert and ready to learn.

Student Conduct and Character Education

Our approach to student conduct is based upon "Love and Logic"* and Choice Theory**. These programs promote responsibility and decision making. They also emphasize the development of the child's positive self-concept and meet their basic needs for Love and Belonging, Fun, Survival, Freedom, and Power "within".

A child will establish ownership of a problem and identify solutions based on their basic needs and quality world picture. A child will be encouraged to make a decision and learn from his/her behavior. Every effort is made to deal with a situation on an individual basis, with the child helping to solve the problem.

The Leader in Me Program helps empower children to lead and serve in our school community and provides us with a common language of "behavioral attributes".

* *Love and Logic* is a program designed by Dr. Foster W. Kline and Jim Fay

** *Choice Theory* is a Quality School's approach designed by Dr. William Glasser

*** *Leader in Me* is a leadership program designed by Stephen and Sean Covey.

7 Habits of Happy Kids

Habit 1: BE PROACTIVE I'M in charge OF ME

I take initiative
I am a responsible person
I do the right thing without being asked, even when no one is looking.



I choose my actions, attitudes & moods.
I do not blame others for my wrong actions.

Habit 2: BEGIN WITH THE END IN MIND

HAVE A PLAN

I plan ahead and set goals.
I look for ways to be a good citizen.
I do things that have meaning and make a difference.



FINISH
I am an important part of my classroom and contribute to my school's mission & vision.

Habit 3: PUT FIRST THINGS FIRST

WORK FIRST, THEN PLAY

I spend my time on things that are most important.
This means I say no to things I know I should not do.
I set priorities, make a schedule, and follow my plan.



I am disciplined & organized.

Habit 4: Think Win-Win

I WIN, YOU WIN, WE WIN

I balance courage for getting what I want with consideration for what others want.



I make deposits into others' Emotional Bank Accounts.

When conflicts arise, I look for third alternatives.

Habit 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

I am confident in voicing my ideas.

I look people in the eyes when talking.

Listen BEFORE YOU Talk



I listen to other people's ideas and feelings.

I try to see things from their viewpoints.

I listen to others without interrupting.

Habit 6: SYNERGIZE TOGETHER IS BETTER

I value other people's strengths and learn from them.

I get along well with others, even people who are different than me.

I work well in groups.



I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any of us can alone.

I am humble.

Habit 7: SHARPEN THE SAW

I take care of my body by eating right, exercising, and getting sleep.

Balance FEELS BEST



I find meaningful ways to help others.

I spend time with family and friends.

I learn in lots of ways and places, not just at school.