

Vail Farm Elementary School

Welcome!

Dear Vail Farm Parents,

The Vail Farm Elementary School Calendar provides some information on the following:

- General school information
- School services and programs
- Arlington Code of Conduct

This calendar is not a complete list of all events occurring throughout the year. Please remember to read material brought home by your students and update your calendars regularly. A wonderful source of up-to-date information can be obtained by logging onto the Arlington Central School District Website: www.arlingtonschools.org. Double click on "Schools & Libraries", and double click on Vail Farm Elementary School to find out what is going on in your child's school.

We hope that this 2009-2010 guide helps to keep you informed. Best wishes for a wonderful school year.

WHO'S WHO:

Principal:	Mr. Michael D. Kessler	Address:	<i>Vail Farm Elementary School</i>
Asst. Principal:	Ms. Ruth Henrichs		<i>1659 East Noxon Road</i>
School Nurse:	Mrs. Jennifer Urabe		<i>LaGrangeville, NY 12540</i>
Psychologist:	Mrs. Bettyann Critelli	Phone:	223-8030
Social Worker:	Mrs. Lorraine LaMothe	Fax:	227-1940
Main Office:	Ms. Cathi DeLeon	Transportation:	486-4955
	Ms. Karen Walberer		
	Mrs. Karin Riley		

School Closings/Delays:

1. Check www.cancellations.com
2. Check www.arlingtonschools.org
3. Announcements will be made on the following local radio stations:

WEOK (13.90 AM)	WCZX (97.7 FM)
WKIP (14.50 AM)	WRNQ (92.1 FM)
WHUD (100.7 FM)	K104 (104.7 FM)
WPDH (101.5 FM)	

4. Sign up for VFES Newsflash on the VFES webpage

2009-2010 Roster

Kindergarten	Mrs. Amy Markland	Room 1	Special Education	Mrs. Christine Devries	Room 9
Kindergarten	Miss Sarah Ferris	Room 4		Mrs. Jean Arnold	Room 9
Kindergarten	Mrs. Noreen Stephens	Room 26		Mrs. Laura Donegan	Room 46
First Grade	Mrs. Mihaela Fisher	Room 6		Mrs. Alison Durkin	Room 46
First Grade	Mr. Jonathon Nix	Room 5		Mrs. Noreen Stephens	Room 26
First Grade	Mrs. Marie Tessier	Room 10	Self-Contained 3-5	Mrs. Erin Butt	Room 30
First Grade	Mrs. Charlene Stratton	Room 8	Self-Contained K-2	Mrs. Jennifer Sullivan	Room 31
First Grade	Mrs. Janet Will	Room 7	BOCES	Mrs. Georgia Chamberas	Room 39
			BOCES	Ms. Joan O'Neill	Room 38
Second Grade	Mrs. Dixie Anderson	Room 22	BOCES	Mrs. Ann Banas	Room 37
Second Grade	Mrs. Pina Bruno	Room 20			
Second Grade	Miss Rachel Hubbard	Room 23	Specials Teachers		
Second Grade	Mrs. Barbara Simone	Room 21	Art	Mrs. Nora Laffin	Art Room
Second Grade	Mrs. Pam Ivers	Room 24	Librarian	Ms. Karen Fowler	Library
			Music	Mrs. Barbara Gibson	Music Rm 1
Third Grade	Ms. Pamela Goetz	Room 33	Music	Mrs. Kathen Cowan	MusicRm 2
Third Grade	Miss Amy Pagano	Room 13	Band	Mrs. Leanne Sowul	MusicRm 3
Third Grade	Mr. Ryan Pellow	Room 32	Orchestra	Mrs. Heather Sullivan	MusicRm 3
Third Grade	Mrs. Christine Pigula	Room 12	Physical Education	Mr. Wayne Rose	Gym
Third Grade	Mrs. Erin Killmer	Room 14	Physical Education	Mrs. Maria Greenwood	Gym
			Speech/Language	Mrs. Safiyah Yasin	Room 34
Fourth Grade	Mrs. Becky Provost	Room 15	Speech/Language	Mrs. Kathy Bellacicco	Room 34
Fourth Grade	Mrs. Lori Mandy	Room 17	Reading Support	Mrs. Denise Hemmert	Room 3
Fourth Grade	Mr. August Scagnelli	Room 47	Reading Support	Mrs. Liza Lopez-Vega	Room 11
Fourth Grade	Mrs. Karen Thomas	Room 16	Math Support	Mrs. Carol Burns	Room 19
Fourth Grade	Mr. Jason Venier	Room 45			
Fifth Grade	Mr. Scott Adams	Room 44	Head Custodian	Mr. David Mazzacone	
Fifth Grade	Mrs. Michelle Malkischer	Room 43	Kitchen Manager	Mrs. Tina Dahlgren	
Fourth Grade	Mrs. Gwen Moschetto	Room 42			
Fifth Grade	Mr. Andrew Stock	Room 40			

PARENT TEACHER ASSOCIATION

President:	Mrs. Michelle Schneider	Corresponding Secretary:	Mrs. Gabriela Lasek
1st Vice President	Mrs. Kelly Williams	Treasurer:	Mrs. Alicia Turenchalk
2 nd Vice President	Mrs. Beth Toombs	Recording Secretary:	Mrs. Nancy Salomon

The National Parent Teacher Association was founded in 1897. Today, there are 6.5 million members who are involved in issues that concern child education, health, and welfare. The PTA at Vail Farm Elementary School is dedicated to providing quality education. Research has proven that children with involved parents do better in school and are more successful in life.

ARTS-IN-EDUCATION

A significant part of the annual PTA budget supports the Vail Farm Elementary School Arts-In-Education program. These programs work in harmony with classroom curriculums, offering students the opportunity to meet and learn from talented artists.

WE NEED YOU!

PTA Volunteers working together provide:

- *Reflection Arts Competition
- *Parents as Reading Partners
- *Kindergarten Orientation
- *School Newspaper
- *Field Day Support
- *Fall and Spring Book Fairs
- *Math Madness Night
- *Science Fair
- *Moving Up Day Support
- *Teacher/Staff Appreciation
- *Holiday Fair
- *Arts-In-Education
- *Hands on Science Day

Join the team that provides our children with so many additional opportunities – **JOIN THE PTA!** We meet monthly, usually on the first Wednesday of each month from September through June at 7:00 PM, in the school library. All parents are welcome to attend. Annual membership dues are \$8.00 for an individual or \$12.00 per family. For more information, please contact any one of the PTA officers.

VAIL FARM ELEMENTARY SCHOOL CARES PROGRAM

CARES is our school-wide positive behavior support program. The letters stand for **Cooperate, Act **Responsibly, Respect, Everyone Safety**. All the adults at school are involved in helping children to recognize and learn how to be successful. Last year we focused on student behaviors in these situations: during arrival/dismissal time, in the cafeteria, while moving through the hall, and when using the bathroom. We actually teach lessons to help the children learn and model the behaviors we expect to see. An important part of the program is “catching” children doing a good job and recognizing their success. Look for more information coming home about **CARES**.**

During the 2008-09 school year the VFES CARES program:

- Implemented zones on the playground to keep students actively engaged in games and other activities
- Kicked off the school year with a school-wide rally in September
- Honored the bus drivers with hot chocolate and baked goods.
- Created a walking track on the playground for 3rd, 4th, and 5th graders to use during recess. Students who completed 160 laps (26.2 miles) were awarded an “I WALKED A MARATHON” T-shirt.

- Encouraged positive cafeteria behavior by emphasizing the use of “please” and “thank you” in talking with the lunch room staff.
- Helped students recognize cafeteria staff for their hard work and helpfulness.
- Honored the teaching assistants with surprise gifts made by student during a school-wide CARES celebration

BUILDING LEVEL TEAM

The Building Level Team (BLT) is made up of the principal, assistant principal, faculty, staff, parents, and community members. The purpose of this shared-decision making committee is to improve student achievement. This is part of the Arlington Central School District’s involvement in the New York State “Compact for Learning”. Excellence in education for all children is our goal. We meet monthly to work on projects related to this goal.



SCHOOL-WIDE INSTRUCTIONAL GOALS

HEALTH AND SAFETY

Health and safety awareness is essential to the well being of the school community. Children are presented with appropriate information about physical hygiene, bike safety, fire prevention/emergency response, and drug awareness along with other topics. Often community resources (fire department, doctors, dentists, Dutchess County Sheriff's Department...) help children learn proper safety and health habits.

MATHEMATICS

To become skilled mathematicians, children must make extensive use of physical materials in order to understand the conceptual framework of numbers and computations. As children become familiar with the concepts of whole numbers, fractions, decimals and measurements, they learn to communicate their answers through discussions, writing and computations.

READING

Reading begins as enjoyment in listening to, and sharing, stories and rhymes. It moves to assisted reading of simple stories and develops into an independent mastery of longer texts and familiarity with a wider range of authors, subjects and styles. Student's responses to texts develop from simple emotional reactions, such as laughter, to more complex responses, (extended writing or discussion that

addresses such aspects as text's logic, a story structure, or a character's motivation.)

With help, practice and experience, students' initial focus on decoding letter sounds and individual words, changes to a focus on the overall meaning of a text. Students learn to use the meaning of the text to help them with decoding and to convey that meaning through expressive oral readings

SCIENCE

Science learning begins with close observation and experimentation with the natural world. It grows into the ability to use skills of inquiry, prediction, cooperative investigation, data recording, and drawing conclusions to understand the interrelationships exhibited in the world around us. Children's ability to practice science in the form of disciplined inquiry (recording observations, testing hypotheses, and drawing conclusions) grows as their literacy skills develop.

SOCIAL AND SELF MANAGEMENT DEVELOPMENT

As children develop, they become increasingly independent. Initially, the focus is on understanding and following simple rules and courtesies. As they grow older, they will become better able to manage

their own behavior and to respond appropriately to the behaviors of others.

Students will:

- Follow class, school, and bus rules.
- Demonstrate an understanding of time management (e.g. Completing classroom tasks and homework within allotted time.)
- Show an increasing ability to handle stress and frustration constructively in self and others.
- Use polite and respectful manners.
- Develop improved organizational skills.

WRITING

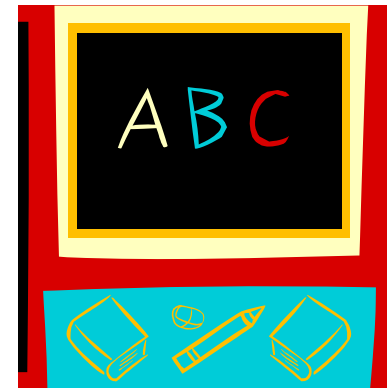
Writing begins with personal drawings and symbols. It grows into an ability to use conventional forms, spellings, and grammatical rules to express personal opinions, report factual information, create fictional stories, and develop formal arguments. As students gain experience as readers and authors, they learn the broader skills of writing, such as identifying and developing their own topics, as well as revising and editing their own work.

TECHNOLOGY

Use of technology begins with a familiarity of the care and use of computer hardware and software. Children use software programs for problem solving, word processing, and skill practice as well as accessing and sharing of information.

HANDWRITING

Written communication requires a significant focus on the proper mechanics of handwriting. As children begin to master the techniques of proper letter stroke formation and letter/word spacing, their confidence as writers increases. Neat, legible writing can be a source of pride and confidence for a child at school. Helping a child achieve a well-formed handwriting style supports greater achievement in all academic areas.



School Services and Programs

SPECIAL EDUCATION SERVICES

A special education program provides an individualized program for a student identified as having a disability. To be considered for these program services, a student may be referred to the school's Child Study Team. The school district's Committee on Special Education, working in consultation with the child's parents, finalizes the child's special education plan.

The special education faculty at the Vail Farm Elementary School prepares specific learning objectives as part of the child's Individual Education Program (IEP). Specialized instruction support guides the academic work of the child. This support for a child with an IEP often occurs within the child's regular classroom, or it may be delivered as part of a small group of students in another location in the school.

ACADEMIC INTERVENTION SUPPORT

In-Class Academic Support

In addition to regular classroom support, the classroom teacher or the teaching assistant provides individual or small group instruction or reinforcement during the school day in reading, math, social studies and/or science.

Waterford Early Language Program

This kindergarten program provides in-class time working with educational software focusing on early reading skills. Students who demonstrate low emerging reading skills may be scheduled for time each day for additional instruction during this language development program.

Grade 1 Reading Support Program

This program offers intensive one-on-one instruction for first grade students. It is offered to those students who are in danger of falling behind in basic skills. Instruction in basic reading and writing skills is given daily for a period of approximately thirty minutes by a reading teacher or by a teaching assistant under the direction of a reading teacher. This reading support continues for fifteen weeks. Additional help at home and on-going support in the classroom will often continue to be needed in order to fully address the child's needs.

Grade 2-5 Reading Support

Students may receive small group instruction to help address academic skills that indicate those in need of remediation. Instruction is usually for a 30 minute period for 3 or more days/cycle. Additional help at home and on-going support in the classroom after will continue to be needed as well.

Speech and Language Support

In order to succeed academically, children must acquire necessary communication skills. The speech and language teacher works with children who require support with their speech and/or language skills. All children are screened in kindergarten. They are also evaluated when appropriate after being referred by a teacher to the Child Study Team.

Speech skills addressed by this program include a child's ability to produce age-appropriate speech sounds at the word level, up to and including carryover into spontaneous speech. Language skills addressed by this program include both the child's *receptive* and *expressive* language skills. Receptive language skills allow a child to understand and comprehend language at a word level (vocabulary) to the direction level and ultimately at the story level. Expressive language skills allow a child to verbally express language appropriately, which carries over into written language expression.

Move Ahead Program

This program may be scheduled either before or after school. It provides additional instruction two days per week in mathematics or language arts. Students in grades three through five who are having difficulty are invited to participate. Student's grades test scores and assessments are considered in selecting students.

MISCELLANEOUS INFORMATION

School Lunch and Breakfast

Our school cafeteria provides a nutritious breakfast for those children coming directly to the cafeteria food service line upon arrival. The school lunch program provides a balanced hot meal whenever school is in session for a full day. Students may place money in their accounts which are accessed by PIN #. The students will need to memorize their PIN #, and they are encouraged not to share this information with their friends. When placing money on your child's account, if paying by check, please write your child's full name, PIN # and grade on the check. Checks are to be made payable to "Arlington School Lunch Fund". Families are invited to submit an application for receiving free/reduced priced meals. Check with the school office.

Intramurals

Fourth and fifth graders meet before or after school on a regular basis for an hour of recreational physical activity. A variety of activities are planned including basketball, volleyball and softball which allow for friendly team competition.

M.O.R.E. Program

The purpose of the M.O.R.E. (More Opportunities for a Richer Education) Program is to provide challenging activities to stimulate growth and development of fourth and fifth grade students identified as potentially intellectually gifted. Selection is based on referral information from teachers and high performance levels on achievement and aptitude tests. Mini-courses are developed each year on a variety of interesting topics. The M.O.R.E. program is an extracurricular activity, taking place before or after school from October through May.

Computer and Internet Usage

The Arlington Central School District has made a strong commitment to use computers as an instructional tool throughout the district. Use of the Internet for educational purposes and research is a resource made available as part of your child's instructional program. The "Acceptable Use Agreement Form" is to be signed to permit students individual access to the computer systems and/or the Internet.

Appropriate School Dress

We expect our students to attend school in "appropriate" dress that meets health and safety standards and does not interfere with the learning process. Students are prohibited from wearing articles of clothing that:

1. Endangers the safety of the student
2. Endangers the health of the student
3. Causes a disturbance in the classroom or are so distracting as to interfere with the learning and teaching process
4. Display alcoholic, tobacco products or drug products
5. Bears an expression or insignia which is obscene or libelous, or which advocates prejudice or violence

The administration shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.

During the spring, students are excited with getting out summer clothes. Please keep in mind that days can be chilly here on the open playground, even when the sun is out. Some clothing that may be appropriate for the beach or backyard is not appropriate for school. Halter tops, midis, spaghetti strap tops, short-shorts that hug the bottom tightly or any item of clothing that exposes a significant amount of the body falls under category three. "Wheely" sneakers are not allowed.

General School Information

Bus Information

The bus driver is responsible for each child's safety. The driver needs each child's cooperation. Because safety is of prime importance, we request that parents discuss with their children the following procedures concerning bus safety:

Waiting for and boarding the bus:

- Wait in a safe place, back from the road.
- Running and chasing games are unsafe and are not allowed.
- Children should form a single line off the road.
- Remain in line, off the road, as the bus approaches the bus stop.
- Wait until the bus stops and the bus driver signals before moving towards the bus.

On the bus:

- Obey the bus driver.
- Stay in seat, which may be assigned by the driver.
- Leave the windows closed unless you have the permission of the bus driver to open them.
- Do not throw objects from the bus.
- Be courteous: use no abusive or profane language.
- Do not bring glass containers, live animals or medications on the bus.
- Use your seatbelt, if the bus is so equipped.
- Keep your food packed away.

Leaving the bus:

- When leaving the bus, walk ten feet ahead of it. Drivers are unable to see a child who is walking close to the bus.
- Wait for a signal from the bus driver before crossing the road.
- Go directly home after leaving the school bus.
- If a problem develops on the bus, parents are asked to speak to the bus driver first. If the problem is not resolved, call the school office and describe the problem to the office staff.

Bus passes:

- A pass may be requested in writing by a parent and approved by the school. The pass gives the student written authorization to board or depart a bus at a stop other than his or her home.
- Bus passes will only be issued for family emergencies or for regular childcare arrangements which have been requested and approved in advance.
- If an emergency emerges, call the school and describe the problem. The office staff will investigate the possibility of honoring your request taking into consideration the capacity of each bus as established by New York State Law.
- **BUS PASSES WILL NOT BE ISSUED FOR BIRTHDAY PARTIES, PLAY DATES WITH FRIENDS, COMMUNITY RECREATION, RELIGIOUS ACTIVITIES, OR OTHER SOCIAL REASONS.**

General School Information

Health Office

Immunizations

New York Public Health Law mandates that schools not permit a child to be admitted unless the parent provides a certificate of immunization or proof from a physician that the child in the process of receiving the required immunization for any child born on or after January 1, 1993.

- 3 doses Diphtheria Toxoid-Containing Vaccine
- 3 doses Tetanus Toxoid-Containing Vaccine and Pertussis Vaccine (DTaP, DTP)
- 3 Doses Polio vaccine (IPV or OPV)
- 2 doses of MMR (measles, mumps, rubella) vaccine
- 3 doses of hepatitis B vaccine
- 1 dose of Varicella vaccine (chicken pox)

Physical Examinations

New York Education Law requires each student in grades K, 2, 4, 7, 10 and new to the district to have a physical examination. If you have not provided proof of a physical, your child will be scheduled for an examination by our school physician or one of her associates.

Hearing, Vision, and Scoliosis Screening

Hearing and vision screening are done each year for students in K, 1st, 2nd, 3rd, and 5th grade and any student that is new to the district. If a physician has completed the hearing and vision exam and documentation is provided to the health office, then these students do not need to be rescreened at school.

Scoliosis screenings are done on all fifth grade students who have not been screened by a physician within the past year. If you have any questions or concerns or if your child is under the care of a specialist for these health issues, please contact the school nurse.

Medication

New York Education Law **forbids students to bring medication (prescription or “over the counter”) to school.** If medication must be given during the day, it must be brought in by an adult along with a doctor’s order and written parent consent and will be kept in the health office. Doctor’s orders must be written each school year for all medications.

*Please note that a new over the counter medication form is available in the health office for you and your doctor to complete.

Doctor’s Orders Regarding Recess

A child may be excused from physical education or recess only with a doctor’s note.

Absences:

Send a note to the nurse explaining your child’s absence. If your child saw a doctor, please share that information. A child who misses school regularly or is tardy frequently will often experience difficulty with school work. Talk to the nurse or your child’s teacher if this is occurring.

HOMEWORK

Homework provides the rehearsal time needed to help practice the skills introduced during the school day.

Be Involved

The Vail Farm Elementary School believes that parental involvement in a child's homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

Study Habits

- Provide a study area free of distractions and with good lighting.
- Ask questions about the content of student homework.
- Give requested assistance while letting the child do his/her own work.
- Avoid undue pressure.
- Help create a "homework habit" at the same time each day.

Encourage and Engage

If your child tells you his/her homework is already done, have them show it to you. Engage and encourage your child by asking questions about the work they did.

How Much Homework is Appropriate?

Generally there are about ten minutes of homework for children in first grade, twenty minutes for children in second grade, thirty minutes for children in third grade and so on. This may vary by teacher. All homework assignments are used to help determine a student's quarterly grade.

Make-up Homework

Parents must call school before 9:30AM each day their child is absent to request homework. A parent should arrange for homework to be sent home with another child or picked up after 3:10 PM in the main office.

School Work Missed Due to Vacation

Families are encouraged to plan family vacations when school is NOT in session. Often it is not possible to replicate school instruction through additional homework.

MOVING FROM THE DISTRICT

If you are planning to move during the school year, please notify your child's teacher and come to the school office to sign the required transfer slip and release forms.

PARENT/TEACHER CONFERENCES

Formal parent conferences are held at the end of the first report period in November. Conferences during the school year are also encouraged. Parents should direct questions concerning their child's progress to classroom teacher. Parents are requested not to drop in for a conference without making prior arrangements. Please note that Back-to-School-Nights and Parent/Teacher Conferences are most productive when children are left at home. Your cooperation will be greatly appreciated.

District Wide Tests

The New York State Department of Education requires all elementary schools to assess the academic abilities of each student. Together with the tests listed below, a teacher evaluates the child's classroom work and performance on district assessments to create a complete picture of the child's academic achievement. Each test covers material and academic progress from kindergarten up through the time the test is given.

3rd 4th and 5th Grade NYS English Language Arts Test

Students respond to reading passages and answer comprehension questions. They must also complete a listening comprehension task requiring written responses.

The final section requires analysis of written passages in essay form. Proper grammar and punctuation are required.

3rd 4th and 5th Grade NYS Math Test

Students are required to analyze math problems and compute the answers. For some problems, a written explanation must be given describing how the answer was arrived at.

4th Grade NYS Science Test

In one section the student must answer questions that test their understanding of science concepts and how to analyze science questions. In the second section students perform science experiment and describe their findings in writing. There is no make-up

opportunity for the science experiment section of this test.

5th Grade NYS Social Studies Test

Students demonstrate their understanding of social studies concepts through analysis of timelines, graphs, and comprehension questions. They are also required to construct an essay using information from multiple documents which provide information about a certain event or historical time.



ACSD CODE OF CONDUCT: Summary

Introduction

The Arlington Central School District has always based its rules for conduct on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Arlington Central School District Board of Education annually adopts a Code of Conduct that clearly defines expectations for acceptable conduct and identifies possible consequences for unacceptable conduct. This Code applies to all students, school personnel, parents and other visitors when on school property, school busses, attending a school function, or when engaged in off-campus behavior that endangers the health, safety and well being of members of the school community or which disrupts the educational process. The District is committed to safeguarding the rights of all students and to promoting a safe and orderly school environment that offers the best learning opportunities for all. Therefore, students, teachers, parents, support staff and administrators must work together to create conditions that make our school district safe and that support active teaching and learning.

This document shall serve as a summary of the Code of Conduct approved by the School Board. If further details are required, a complete copy of the Code may be obtained on the district website, arlingtonschools.org, or in the main office of any district building. In addition, each school provides a student handbook or parent information bulletins that describe the specific expectations for conduct and discipline in that building. The handbooks and other documents are consistent with the District Code of Conduct.

Student Conduct

The Arlington Central School District expects all students to conduct themselves in a civil manner that shows regard for other students, staff, and other members of the school and general community. Student conduct is a direct reflection of the work of our school staff. Therefore, positive behavior demonstrates a positive educational experience.

Each building will inform students and parents of the school rules regarding dress and prohibited student conduct at the beginning of the school year. Students may be subject to disciplinary action, up to and including suspension from school, when they engage in behavior that is:

- **Disorderly** (*i.e., running, misusing equipment*)
- **Insubordinate** (*i.e., failure to comply with reasonable directions*)
- **Violent** (*i.e., hurting others, possessing a weapon, threatening others*)
- **Endangering the welfare of others** (*i.e., discrimination, harassment, intimidation, possession of alcohol or drugs*)
- **Dangerous on the school bus**
- **Academic misconduct** (*i.e., plagiarism, cheating, forging notes*)

**Please see the Student Handbook or Code of Conduct for a more complete list of prohibited behavior.*

All students, staff, and parents are responsible to report violations of the Code of Conduct to a school administrator or law enforcement personnel. Disciplinary action, when necessary, will be firm, fair and consistent. School personnel will consider all circumstances in determining disciplinary penalties. As a general rule, discipline will be progressive, meaning that a student's first violation will receive a lighter penalty than subsequent violations (unless a law has been broken). Discipline procedures range in severity from a verbal warning to permanent suspension from school. Students must be told what rule has been broken and must be given a chance to tell their version of the facts to the administrator who is imposing a penalty. Additionally, information must be shared with parents if the penalty will result in removal from class, and/or suspension from school, transportation or extracurricular activities.

Please refer to the student handbook or Code of Conduct for further details.

Note: The District adheres to all Federal and State regulations regarding the discipline of students with disabilities.

Investigations

A building administrator may conduct a search of a student and a student's belongings if he or she has reasonable suspicion that the search will provide evidence that the student violated the law or the District Code of Conduct. This search may include lockers, book bags and desks. Whenever practical, the student will be present while their possessions are searched. Law enforcement officials may be summoned by the school official if it is suspected that a law has been broken.

Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. This includes, but is not limited to, abiding by the no smoking policy, being properly attired, not committing acts of violence or harassment, and not violating any civil law. Visitors who violate the Code of Conduct will be asked to leave the premises.

General School Information

Daily Schedule

8:00AM	Office Opens
8:40	Busses arrive and students report to class
8:50	Children who arrive after 8:50 AM are tardy
11:00	Lunch periods begin
11:20	Morning kindergarten dismissal
12:45 PM	Afternoon kindergarten begins
3:10	Dismissal with parent pick up
3:15	Dismissal
3:25	Buses leave

Attendance

Good attendance maintains the continuity of the academic program and fosters a sense of responsibility which will last a life time. Excessive absenteeism is one of the frequent causes for poor school performance. Students also need to be punctual for school. They are expected to be in their classrooms by 8:50 AM. If children arrive at school after 8:50, they are signed in by a parent in the main office and obtain a late pass. It is understandable that children will not always be able to attend school. The legal reasons for absence as recognized by state law are as follows:

- Personal illness
- Critical illness/death in the immediate family
- Extremely bad weather
- Impassable roads
- Recognized religious holidays

- Required court attendance
- Attendance at health clinics and medical appointments.

Any other reason given for absence from school will be considered an illegal absence. When your child returns to school after an absence, state law requires that the parent or guardian send a signed written excuse stating:

- **The reason for the absence, and**
- **The date(s) of the absence.**

If excessive absenteeism or tardiness occurs, the school will contact home to try to rectify any problems. If significant progress is not made, the school has the responsibility to file a report with the appropriate agencies if so warranted.

Early Arrivals

Students are not to arrive at school early unless they are attending a meeting or club where there is adult supervision. Supervision does not begin in the main lobby until 8:30 AM. No children should be dropped off before that time. If arriving before 8:30 AM, parents can wait with their child in the parking lot.

Recess

Whenever the weather permits, all students go outside for recess as a regular part of their school day. A

request to keep a child in at recess for health reasons must be accompanied by a doctor's note.

DISMISSAL

If you plan to pick up your child at school at the regular dismissal time, or earlier in the school day, please send a note to school with your child in the morning. If this is not possible, please call the office. Bring a note to the school office when you arrive and have identification with you. In all cases, you must report to the office to have your child called from the classroom.

If you pick up your child before 3:00 PM, you must sign the Early Dismissal Register in the office.

Students may not leave school property with an adult other than their parent or legal guardian, without written permission from the parent or guardian.

Parents Picking Up a Child

Please help us maintain an efficient "Parent Pickup Time" by waiting in the main lobby until 3:10 PM. Have identification with you and proceed to cafeteria when Parent Pickup Time is announced.

1. Enter the cafeteria through the double doors away from the stage.
2. If your child has arrived before you, he/she will be waiting in the cafeteria. Have your child stay with you when they leave the cafeteria.
3. Check out and exit through the single door by the stage. Parents who have business in the school after dismissal are asked to follow this same procedure.

Emergency Dismissal

Occasionally, due to adverse weather conditions or a school/community emergency, children may be sent home before the regular dismissal time. Such closings will be announced on the radio, on the district website, and by e-mail News Flash. You can sign-up for News Flash on the Vail Farm Elementary School webpage. It is impossible to contact parents individually. Each child is required to have on file at school an Emergency Early Dismissal Card filled out by the parent detailing their emergency plan. Please make sure you review this plan with your child periodically. This written plan will guide us on where your child will go on an early dismissal day.

Kindergarten Emergency Dismissal

- AM kindergarten children will go home on the bus they came in on should a morning early dismissal occur.
- PM kindergarten children will go home on their usual bus should an afternoon early dismissal occur.

Early Dismissal/Parent Pick-Up

Parents wishing to pick up a student should send a note in the morning with their child.

Telephone Use

It is not possible for students to use the phone to ask parents to deliver forgotten instruments, lunch, money, homework, or to ask permission to go to a friend's house.

Visitors at School

Parents and community members are welcome to visit the school and are encouraged to take part in school activities. However, all persons entering the school for any reason whatsoever during the school day must report and sign in at the main office. This includes all visiting parents and volunteers. Visitors must also complete and wear an identification badge while in the building. This policy helps to ensure the safety and well being of the students and staff. Visitor badges should be returned to the office when you sign out.

From approximately 9AM to 3 PM, access into school at the front lobby door begins by ringing the doorbell. Please be ready to identify yourself with appropriate ID upon request.

Visitor Parking

Use of parking marked for “Handicapped” is limited to cars displaying proper authorization to use that spot. In addition, there is no parking in the area where the busses line up.

Vail Farm Elementary School Safety Plan

A School Safety Committee meets periodically to review safety issues and recommend improvements. The following is a list of the safety activities that are scheduled throughout the school year.

- **Bus Emergency Drills:** The children practice exiting the school bus

- **Rapid Evacuation Drill:** The children and staff exit the building as if there were a bomb threat. (Children are not told the reason.)
- **Fire Drill:** The children and staff exit the building quickly.
- **Take Cover Drill:** The children and staff “duck and cover” as if there were a weather emergency.
- **Classroom Retreat Drill:** The children and staff move out of sight as if something dangerous is happening in the building.
- **Child Abduction Prevention Education (CAPE):** Children participate in several grade appropriate activities helping them understand safe decision making.

Parent Open House Night

In September parents are invited to a meeting held by their child’s classroom teacher. Information about grade level curriculum, classroom and teacher expectations and our educational programs are discussed. Curriculum Night is an important step in establishing a positive and supportive relationship with your child’s teacher and school.

FERPA

The Federal “Family Education and Rights and Privacy Act” of 1974 (FERPA) gives parents and guardians the right to inspect and review official records and files related to their children. After a written request to review official records is received, an appointment will be scheduled at the convenience of the parent and school.

Lost and Found

The Lost and Found is located in the Main Office. Check with the bus driver for items left on the bus.

Field Trips

Field trips are planned as extensions to your child's educational experiences. Our goal is to offer field trips that enhance our curriculum. All students are expected to attend all field trips. Signed permissions slips are required for student participation. We often invite parents on field trips to help with supervision. We are unable to allow siblings to accompany parents on field trips.

Lost or Damaged Materials

Students who have lost or damaged school materials will be required to pay a fee, based on the age and condition of the material damaged. This includes text books, library books, equipment, and furniture. Fines not paid by the end of the school year will result in the withholding of the student's report card.

Backpacks

Choose a backpack for your child **WITHOUT WHEELS**.

Items to Leave at Home

Students should come to school each day prepared with necessary items and supplies to be productive at school. Items such as, but not limited to, pocket knives, rollerblades, skateboards, sneaker skates, water pistols, yo-yo's, Pokemon cards, Yugio cards and expensive toys such as iPods, Walkmans, CD players, radio and computer games create serious distractions

to our instructional program. Students are to leave such items at home. Students are discouraged from bringing large sums of money to school. Glass bottles of beverages are not to be sent to school.

Safe Arrival Program

Vail Farm Elementary School participates in an elective service that notifies parents of their children's absence from school. To register in this program, parents may request a "Safe Arrival to School Program" form, available from the Main Office. This service is designed for parents of children who either walk to school or board the school bus without adult supervision and are thus unavailable to ensure that their children have been placed in the care of a school bus driver or school personnel.

Custody of Children

Custody information must be sent to the principal, who in turn will notify all appropriate staff members. Unless the school receives a legal document from the court indicating restricted access to a parent, either parent of a child may

1. be contacted in the event of an emergency
2. request to see the child's records with prior approval of the principal, and
3. pick a child up from school.

It is the custodial parent's responsibility to ensure that all Court papers are in proper order and are up-to-date. If circumstances should develop during the year causing you concern about your child's safety, please contact the school immediately and explain the circumstance.

