

Kreamer Street Elementary School



Student and Parent Handbook

2010-2011

Welcome!

Dear Students and Parents/Guardians,

Welcome to Kreamer! Our administration, staff, and volunteers here at the Kreamer Street Elementary School are looking forward to providing an exciting and educational year for all.

This handbook is designed to answer many common questions that students and parents may have about their time at Kreamer Street. Our aim is to provide you with general information regarding the elementary curriculum, including the special programs, telephone numbers, rules and organizations unique to our school. We ask that you review this handbook together and keep it in a safe place so that you may refer to it from time to time as needed.

We encourage communication between the families and the school. Please feel free to call us to clarify any questions or provide pertinent information regarding our school programs and your experiences.

Enjoy the school year!
The Kreamer Street School

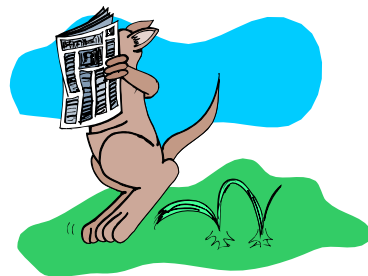


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Important Phone Numbers



Kreamer Street Elementary School

Sean F. Clark, Principal
sclark9@southcountry.org

www.southcountry.org/KREAMER/KreamerHome.htm

Mrs. Dottie Zlatniski, Secretary and Mrs. Allyson Murphy, Secretary
Main Office: 730-1650

Bree Nurnberger, RN
Nurse's Office: 730-1652

South Country Central School District

Mr. Joseph L. Cipp, Jr., Superintendent
730-1500

www.southcountry.org



School Hours



Kreamer Street Elementary
9:20 a.m. – 3:20 p.m.

Character Counts Pledge



I pledge to be a kid of character. I will be worthy of trust.
I will be respectful and responsible, doing what I must.
I will always act with fairness. I will show that I care.
I will be a good citizen, and always do my share.

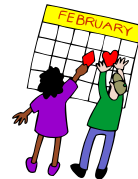
Kreamer Street Calendar

2010-2011

September	6	Labor Day
	7	First Day of School
	9-10	Rosh Hashanah
October	11	Columbus Day
November	2	Election Day (Supt. Conf. Day)
	11	Veterans' Day
	24-26	Thanksgiving Recess
December	2-3	K-5 Parent Teacher Conference (K-12 on 3rd)
	24-31	Winter Recess
January	3	Classes Resume
	17	Martin Luther King, Jr. Day
February	9	Staff Development Day
	21-25	Mid-Winter Recess
March	2	PreK-5 Teacher Conferences
April	18-22*	Spring Recess
May	26-30*	Memorial Day Recess
June	24	Last Day of School

Snow Days

- * If schools are closed for only one (1) snow/emergency day, schools will be in session on May 26
- * If schools are closed for two (2) snow/emergency days, schools will be in session on May 26 & May 27
- * If schools are closed for three (3) or more snow/emergency days, the make-up days will occur in this order: May 26, May 27, April 18, April 21, April 20



Classroom Faculty & Staff



Mr. Sean F. Clark, Principal

Kindergarten

Mrs. Lina Jones

Mrs. Sue Mineo

Mrs. Tara Reustle

Mrs. Mary Winfield

Mrs. Deirdre Wittmann

1st Grade

Ms. Trish Bartkewicz

Mrs. Fran Dunton

Ms. Jennifer Gonnely

Mrs. Jennifer Kelly

Ms. Debra Schrank

2nd Grade

Mrs. Gina Benzie

Mrs. Michelle Drucker

Mrs. Stephanie Pirozzi

Mrs. Nicolle Santaromita

3rd Grade

Mrs. Nicole Albrecht

Ms. Jolene Leonardi

Ms. Alissa Walters

Ms. Denise Yee

Special Education

Life Skills: Mrs. Maureen LaRocca & Mrs. Nancy Nolan

8:1:3 Grade K & 1: Ms. Jenny Cook, Mrs. Jennifer Ford, Mrs. Lindsay Glynn,
Miss Elizabeth Granberg, & Mr. Ian Powell

8:1:3 Grade 2 & 3: Ms. Michelle Dunn, Ms. Donna DeSimone, Mrs. Erin DiPierro,
Ms. Ronna Jenkins & Miss Renee Mauro

Special Area, Support Services & Staff



- ✎ Art – Mrs. Marianne McCann
- ✎ Library – Miss Christine Belford
- ✎ Music – Ms. Michelle Stiriz
- ✎ Phys. Ed.– Mrs. Kerry Anne Hogan & Mr. William Champlin

- ✎ Reading Specialists – Mrs. Cathie Morgani & Ms. Melissa Masullo
- ✎ Literacy Coach— Mrs. Victoria Williams
- ✎ Math Specialists– Mrs. Sue Stelmok & Ms. Shawana Vega
- ✎ ELL Teacher – Ms. Christine Daniels & Mr. Vincent Todisco
- ✎ Resource Room – Mrs. Lisa Morello
- ✎ Speech – Mr. Jeff Korn & Ms. Catherine Mulligan

- ✎ Psychologist – Ms. Sue Smith-Alpert
- ✎ Social Worker – Ms. Ida Timmons
- ✎ Nurse – Mrs. Bree Nurnberger
- ✎ Community Aide – Mrs. Inez Zayas

- ✎ Therapists – Ms. Ann Rosenfeld & Ms. Dana Virag (Occupational) & Ms. Kim LaGrega (Physical)

- ✎ Computer Lab – Mrs. Maryanne Brandi
- ✎ Teaching Assistants— Mrs. Ronnie Allmer, Mrs. Julie Benavides, Mrs. Sue Brienza, Mrs. Eileen Caiazzo, Mrs. Sharon Greco, Mrs. Kariann Marziliano, Mrs. Denise Sabellichi Zayas, Mrs. Fannie Sokolowski, Mrs. Debbie Whitefall, & Mrs. Cathie Zucaro
- ✎ Individual Aides – Mrs. Judy Kaiser, Ms. Maureen Orlando, & Ms. Patricia Singleton
- ✎ Individual Teaching Assistants— Ms. Charlene Cunningham & Mr. Craig Reuter
- ✎ Permanent Substitute – Ms. Karen Saffari & Mr. Scott Hiam

- ✎ Head Custodian – Mrs. Ellen Centano
- ✎ Night Custodians – Mr. Theodore Clairborne, Mr. Paul Maisano, & Ms. Barbara Grandner

- ✎ Winston Food Services – Ms. Carmen Heinecker, Mrs. Loretta Sportiello, & Mrs. Mirian Suarez
- ✎ Cafeteria Assistants – Mrs. Rita Cicalese, Mrs. Elaine Minicozzi, Mrs. Gina Raiano, & Mrs. Janet Vevante
- ✎ Security Guard— Scott Artis

Kindergarten Curricular Program



Kindergarten is taught through the use of themes. Language Arts, Math, Social Studies, Science, Reading, Music, Art, Physical Education, Computer, Health, and Library are incorporated in each theme taught.

Language Arts:

Text & Resources: Houghton Mifflin & Foundations

Themes Taught:

- ☞ My Friends, My Family, and Me
- ☞ Seasons: Winter, Spring, Summer, and Fall
- ☞ Senses
- ☞ Down by the Water
- ☞ Vehicles and Machines
- ☞ Keeping Fit
- ☞ Plants and Seeds (Kindergarten Ecology)

☞ Alive: Living and Non-Living

☞ Animals, Animals, Animals

☞ Holidays

☞ The Earth (Changes in the Earth-Day and Night)

Math:

Geometric shapes; Patterns; Positioning; Sorting; Equal Parts; Represent & Read Numbers 0-12; Sets; Graphing; Measurement; Addition & Subtraction to 10; Time; & Money

First Grade Curricular Program



First Grade is exciting and eventful. Besides the areas listed below, children receive instruction in music, art, physical education, health, library, and computers.

Language Arts:

Text & Resources: Houghton Mifflin & Foundations

Time to the hour

Science:

Units – Matter; How People Move Things; Living Things; Air-Sun-Water; Body System; Using Trash; and teacher created units

Social Studies:

Text & Resources: Macmillan/McGraw Hill's My World-Adventures in Time and Place

Units – Where We Live; We Belong – Family and Friends; People at Work; Our World – Geography Skills; It Happened in America; America Celebrate; and Charts – Graphs – Maps

Mathematics:

Text & Resources: Houghton Mifflin and Everyday Counts Calendar Activities

Concepts & Skills – Addition of one and two digit numbers; Subtraction of one and two digit numbers; Ordinal Numbers; Shapes; Symmetry; Sorting and Graphing; Translation of Word Problems into Number Question; Recognizing Fractions $\frac{1}{2}$, $\frac{1}{3}$, & $\frac{1}{4}$; Intro to Less or Greater Than; Calendar Skills; Patterning; Number Writing to 100; Counting by 1's, 2's to 20, 5's to 50, and 10's to 100; Sequencing of Numbers; Recognition of Numbers out of Context; Place Value; Identification of & Exposure to Coins up to 25 cents; Estimating; Intro to Geometry; Intro to Early Measurement Skills; Intro to Counting Change; and

Study Skills:

Understanding and Following Directions; Active Listening and Speaking; Categorizing – Organizing – Sequencing; Observing; and Study Habits – Homework

Behavioral and Social Skills:

Increase Self-sufficiency; Learning to Listen Attentively without Distraction; Responding to Verbal and Written Instructions; Developing Ability to Work alone as Well as Cooperatively with Others; and Respecting the Feelings and Space of Others



Second Grade Curricular Program



Most children entering second grade are beginning readers and writers who need continuing support in their use of language. Second grade also builds upon their previous math skills; fosters their curiosity in science; and broadens their awareness through social studies.

Language Arts:

Text & Resources: Houghton Mifflin & Fundations

Time; Probability; Measurement; Geometry; Graphing; Calculator; and Word Problems

Science:

Hands on Science

Units –Life Science Life Cycles; Physical Science

Energy; Earth Science Rocks and Soil & Earth through Time

Social Studies:

Text & Resources: Macmillan/McGraw Hill's People Together

Units – Map Skills; Multicultural Studies; Neighborhood and Communities; State; Family; Holidays; and American History

Mathematics:

Text & Resources: Houghton Mifflin, Manipulatives, and Computer Software

Concepts & Skills – Addition /Subtraction Facts 1-20;

Place Value; Double Digit Addition/Subtraction; Money;

Study Skills:

Webbing; Venn Diagrams; Charts/Graphs; Estimating and Predicting; K-W-L; and Memory Devices

Third Grade Curricular Program



Third grade is a transitional year for elementary school children with an increased emphasis on academics and independent learning. Third Graders learn new study skills and become more responsible for their work. We encourage them to expand their world through different means of discovery.

Language Arts:

Text & Resources: Houghton Mifflin & Fundations

Science:

Units—Life Science and Physical Science

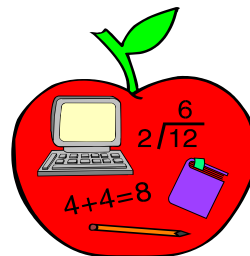
Social Studies:

Units—Cultures & Civilizations; Communities Around the World—locations; physical, human, & cultural characteristics; people's dependence on & modification of their environment; challenges of meeting needs; economic decisions; people changing rules and laws; symbols of citizenship; and governments.

Mathematics:

Text & Resources: Houghton Mifflin, Manipulatives, and Computer Software

Concepts & Skills—Addition & Subtraction with and without regrouping; Single digit Multiplication & Division Facts; Place Value; Understanding Fractions; Estimation; Comparing Whole Numbers; Geometry; Measurement—Money & Time; Graphing; and Probability





Art Education

The philosophy of art education is to create a continuous learning environment in which the student develops a positive self-image through a variety of learning experiences and activities. Thinking is the essential ingredient of perception. It is vital that the plan for a visual arts program stimulates and activates our students' thinking.

Our Art Program provides an environment in which the student can accomplish the following goals through learning in art:

1. Acquire the aesthetic growth necessary to distinguish between creative self-expression and copy work.
2. Develop an awareness and sensitivity to the natural and man-made environments.
3. Demonstrate imaginative and innovative solutions to presented problems through the skillful use of a variety of media and tools.
4. Analyze and evaluate their individual artistic endeavors and the work of others.
5. Relate art in the classroom to other subject areas in the curriculum and to leisure time.
6. Develop an appreciation and understanding of artistic culture and heritage.
7. Become familiar with professions related to the various arts and their contributions to the development of society.
8. Develop the appropriate skills applicable to a variety of techniques and processes.



Library Curriculum



Kindergarten: Students learn that the books in the library are in a special order on the shelves. They learn how to use a "book wand" on a special Kindergarten bookshelf to keep the books in their proper places. After they master this skill, students will move on to the "big kid" shelves where they will learn the importance of choosing a book that is not too hard for them. In addition to this introduction to the Dewey Decimal System, students learn about the different genres in literature. Library readalouds include a wide variety of both fiction and non-fiction selections to help children become familiar with all of the choices they have in any library.

First Grade: Students review the Dewey Decimal System and are made aware of the difference in call numbers. Students are taught how to determine what type of book they are choosing and what it is about based on the call number on its spine. They are taught the classifications of the Dewey Decimal System and what subjects corresponding numbers include. In addition to library skills, there is an emphasis on reading and students identify the different genres during readalouds. Students are also introduced to computers and basic Internet safety as the year progresses.

Second Grade: Students are taught how to find books on the shelves using call numbers. They are taught decimals and how they work within the Dewey Decimal System. Students are also taught how to use the OPAC (library catalog) and how to find specific books on the shelves using the call numbers they find in the catalog. Children complete scavenger hunts to help them to understand this skill and they work towards becoming independent library users. Students are also introduced to Internet based research databases and the navigation of them. Students learn how to access the Virtual Reference Collection and are taught basic research skills.

Third Grade: Students master the Dewey Decimal System and the use of the OPAC (library catalog). They become independent library users and use the OPAC to find the books they wish to checkout. Much emphasis is put on research using both the Virtual Reference Collection and the hard copies of encyclopedias, atlases, dictionaries, and various other reference materials. Students learn the importance of doing research and how to do it well. Third grade children also concentrate on their writing skills by completing research papers in the library that are based on their classroom curriculum. Students recognize how to pick out the important information in any context and how to write down in a cohesive manner as part of their preparation for the ELA exam.



The Music Program



Kindergarten: In music class, we focus on steady beat, matching pitch, as well as recognizing high and low sounds in a melody. We also focus on different sounds around us: fast and slow tempos and loud and soft dynamics. We play simple classroom instruments and express how music makes us feel through movement and use of colored scarves. In kindergarten, the orchestral instruments are introduced through books and sound identification. Letters, colors, numbers, and emotions are reinforced with musical books and songs.

First Grade: Music in first grade reinforces steady beat and adds quarter note, eighth note, and quarter rest rhythm patterns. The major scale is introduced in singing melodies with upward and downward motion. Matching pitch is elaborated on as well as some solo singing. Dynamics of loud and soft and simple classroom instruments, with the addition of melody bells, are used. Musical expression is taught through listening and moving. Orchestral instruments are reinforced with musical stories like "Peter and the Wolf" and "Carnival of the Animals".

Second Grade: In second grade, students use Orff instruments (xylophones, metallophones, and glockenspiels) both as melody instruments and harmony parts. The piano keyboard is introduced focusing on the five finger position of both hands by playing simple melodies using finger numbers and note names in the key of C Major. The acoustic guitar is introduced learning how to hold the guitar, the history of the instrument, and two chords (C and G7). Steady beat and rhythms are reinforced with clapping, movement, and playing instruments. The C Major scale melody is sung on solfège syllables and letters using upward and downward motion.

Third Grade: We primarily focus on recorders which helps the student learn how to read the lines and spaces of the treble clef staff and understand note values (quarter note, half note, eighth note, whole note, quarter rest, half rest, and whole rest). We focus on sound production with tonguing, breath support and control, and playing melodies and harmony parts. Recorders are eventually taken home to practice and must be brought back to school every day that the child has music class.



Physical Education



Kindergarten & First Grade:

Learner characteristics of children in kindergarten and first grade dictate the need for an enjoyable and instructional learning environment. By stressing the rewards of physical activity, positive behaviors will be developed and last a lifetime. The majority of activities at this level are individual in nature and the focus is on learning movement concepts through theme development. Children learn about basic movement principles, gross motor development, and educational movement themes. These concepts are used to teach body identification and body management skills. During the instruction of some activities involving equipment, stations assist in small group cooperation and hands-on learning. Station work helps the students get acquainted with the equipment use, be in constant movement, cooperate with others, and become self-motivated in a short amount of instructional time.



Second and Third Grade:

Activities for children in this age group focuses on the refinement of fundamental skills and the introduction of specialized sport skills. Using a variety of manipulative skills enhances visual-tactile coordination. Children should be allowed the opportunity to explore, experiment, and create activities without hesitation. While not stressing conformity, children need to absorb the "how" and also the "why" of activity patterns. Cooperation with peers is important as more emphasis is placed on group and team activities. An initial instruction in sport skills begins at this level and lead up activities are utilized so students can apply newly learned skills in a small group setting. Students will also reinforce skills in station work settings where students will demonstrate the proper use of equipment and the ability to cooperate with peers.





Grade Level Testing Schedule

DIBELS and NYS Assessments 2010 – 2011

Screening—Benchmark I September 13 – September 17	Mid Year—Benchmark II January 31 – February 4	Outcome—Benchmark III May 23 – May 31
Kindergarten 1st Grade 2nd Grade 3rd Grade	Kindergarten 1st Grade 2nd Grade 3rd Grade	Kindergarten 1st Grade 2nd Grade 3rd Grade

State Assessments		
Grade 3:	ELA	May 4 — May 6
Grade 3:	Math	May 11 — May 13



Report Cards and Conferences

- Grade 1-3 students bring home report cards four times a year at the end of each quarter.
- Kindergarten students will receive two report cards, one each semester.
- Parent-Teacher Conferences are held throughout the year. For your convenience, there is usually a day with evening hours and at least one full school day devoted to conferences.
- Parent-Teacher Conferences are a great opportunity to discuss your child's progress.
- Remember though, parents and teachers are encouraged to have an ongoing communication throughout the school year. Additional conferences may be arranged as needed. Please contact your child's teacher to request a conference if the need arises.



Character Education



Our schools have adopted the Character Counts program to teach character education using the Six Pillars of Character:



Trustworthiness
Respect
Responsibility

Fairness
Caring
Citizenship



For more information on the program, visit www.charactercounts.org

Classroom Supply List

These are just some of the supplies your child will need for a successful school year. Each individual teacher may request additional supplies. Some supplies will need to be replenished during the year.

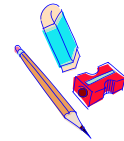
Kindergarten

- ✦ 2 boxes of Crayola crayons, 24 count
- ✦ 2 two-pocket folders
- ✦ 2 marble composition notebooks
- ✦ 2 8-oz. bottles of Elmer's glue
- ✦ 4 glue sticks
- ✦ 1 box of Crayola washable markers, 8 count
- ✦ 5 pencils (sharpened)
- ✦ 1 large backpack
- ✦ 1 art smock (old t-shirt is fine)



First Grade

- ✦ backpack (no rolling ones please)
- ✦ at least 1 marble notebook
- ✦ 2 sturdy two-pocket folders (bottom pockets)
- ✦ 1 box of crayons (24 count only)
- ✦ erasers
- ✦ 48 sharpened #2 pencils
- ✦ 1 supply box (no bigger than 3 1/2 in. high)
- ✦ 4-oz. Elmer's glue bottle (no gel)
- ✦ scissors (Fiskars cuts best)
- ✦ 1 clipboard (9" x 12" size)
- ✦ 1 art smock (old t-shirt is fine)
- ✦ baby wipes
- ✦ 1 large box of tissues
- ✦ 1 photograph of your family



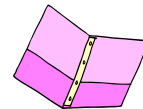
Second Grade

- ✦ 4 glue sticks
- ✦ 3 marble composition notebooks
- ✦ 2 two-pocket folders
- ✦ 2 dozen #2 pencils
- ✦ 1 box of crayons (8-24 colors)
- ✦ 1 pair of student scissors
- ✦ 1 hi-lighter
- ✦ 1 paint smock—an old shirt is perfect
- ✦ 2 erasers
- ✦ 1 small "school tools" container



Third Grade

- ✦ 3 marble notebooks
- ✦ 2 or 3 two-pocket folders
- ✦ 2 boxes of #2 pencils
- ✦ 2 hi-lighters (no dark colors please)
- ✦ 1 bottle of glue or glue stick
- ✦ 1 box of crayons (no larger than 16 count)
- ✦ 1 box of colored pencils
- ✦ 1 pair of student scissors
- ✦ 1 tool box (no larger than 7" x 8")
- ✦ 1 student size backpack
- ✦ 1 smock



South Country CSD Code of Conduct

A complete copy of our Code of Conduct is available in each principal's office and on our web site at www.southcountry.org

School Dress Code Policy

A complete copy of our Dress Code can be found in the Code of Conduct which can be found at www.southcountry.org

"All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parent(s)/guardian(s) have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting."

"The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such attire does not interfere with the operation of the school or infringe upon the general health, safety and welfare of District students or employees. Student dress and appearance must be in accordance with the District Code of Conduct. The administration is authorized to take action in instances where individual dress does not meet these stated requirements."



Attendance

- Punctuality and good attendance is important to your child's success in school. Please make every effort to have children in school on time every day.
- If you feel the reason for your child's absence should concern the school, please call the school nurse at 730-1652.
- If you are in need of missed school work due to a prolonged illness, please contact the Main Office at 730-1650.
- New York State attendance laws require a written excuse each time a student is tardy or absent from school. A note should accompany the student upon return to school after every absence or lateness.
- When writing notes to school, always include the teacher's name, your full name, and your child's complete name.
- Please use the sample form note below when writing your absence note:

Dear (teacher's name),

My son/daughter _____ (full name) _____ was
absent on _____ (date/s) _____ because
_____ (reason for absence) _____.

Sincerely,
(Parent/Guardian full name)



School Nurse

The school nurse is available for any health problem that occurs during the school day. If your child develops a health problem or starts medication during the year, please notify the nurse immediately.

If your child must take medication during the day, the school nurse must have on file a written and signed request form from the physician with specific instructions for dispensing and a written request from the parent to administer the medication (see school for form).

All medications, including over the counter drugs (aspirin, cold medications, etc.), follow the above rule and must be given to the nurse and may only be taken under her supervision.

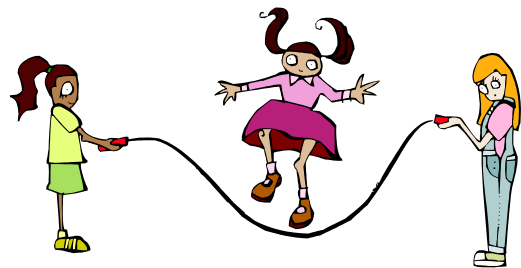
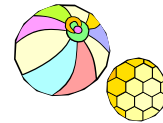
Over the counter medications must be in the original manufacturer's container/package with the student's name affixed to the container.

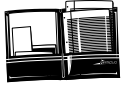
At no time should your child be sent to school with medication.

All medication must be delivered to the school nurse by the parent or authorized adult.

Playground Safety

- ⚙ Walk carefully near playground equipment (monkey bars, slides, swings, etc.)
- ⚙ Be aware of your surroundings
- ⚙ Take turns and be fair
- ⚙ Everyone can play—invite others to participate in games
- ⚙ Follow the directions and instructions of adults supervising the playground
- ⚙ Be respectful during play—no fake fighting, horseplay, or inappropriate language
- ⚙ Appropriate footwear and clothing is important for safe play
- ⚙ Do not leave your assigned area of the playground—ask permission to leave the area for any reason
- ⚙ Be careful and use common sense





Thursday Folders

All students in grades K-3 will receive a Home-School Communications Folder. This folder will come home once a week on Thursdays and be filled with important announcements and forms. As a parent/guardian, it is your job to review the material, sign the folder, and have your child return it to his/her teacher the next day.



Class Parents and Activities

Each teacher has their own needs for parental support and activities. Many of them will have class parents assigned to assist with special occasions. Some will have parents come in and read on a regular basis. Check with your child's individual teacher to see how you can help and participate.



Outdoor Recess

Children should be dressed appropriately for the weather and expect to be outdoors at recess when the temperature is above twenty degrees and there is no precipitation. The staff use a "wind chill chart" to guide them in making their decision.



School Closings

In case of inclement weather, check www.southcountry.org or the following media outlets for school closing information:

News 12 Long Island (Cablevision)

WALK 1370 AM & 97.5 FM

WBLI 106.1 FM

WLIM 1580 AM

WMJC 94.3 FM



Photos and Yearbook

At Kreamer Street, there are usually two Photo Days. The first is in fall and uses the traditional portrait format and class picture. There is another Photo Day in the spring which is more of a casual and fun type of individual picture.

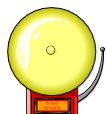
The PTA sponsors a soft-covered yearbook for grades K-3 entitled the KANGA KEEPSAKE.

It includes class pictures, individuals of third graders, and many candid.



Lost and Found

- Label all of your belongings (clothes, books, etc.)
- If you ever lose some of your personal property, check with your teacher and then the Office
- If you find something that someone might have lost, please report it to your teacher



Emergency Drills

Fire drills, civil defense drills, and bus safety drills are held regularly at the discretion of the school principal. Each classroom teacher and school bus driver carries out rules and regulations provided by New York State Education Law.



Third Grade Chorus

Our chorus is open to all third graders who wish to participate.
The chorus usually meets twice a week during the third grade lunch recess.



Lunch and Breakfast Program

Children need healthy meals to learn. South Country CSD offers healthy meals every school day. Monthly menus are distributed in the Thursday Folders to inform parents of the lunch choices each day. Children may bring their own lunch and purchase milk and/or snack separately.

Breakfast—\$0.75

Lunch—\$1.25 (grades K-5)

Reduced Breakfast—\$0.25

Reduced Lunch—\$0.25

Free or reduced price meals are available to any child who is a member of a family meeting the annual income level as set by the State of New York Education Department.

Applications will be distributed early each school year.

Pre-paid lunches are available. Checks should be made payable to **South Country Cafeteria Fund**. Please contact food services for pricing.

Questions/Comments—Food Service Director: 730-1590



Transportation Information

Montauk Bus Company

345-9600

John Mensch, Jr. , Owner/Operator and Bill Cassella, Dispatcher

Melissa Hampton—Routing/Bus Assignments

Below you will find the rules and helpful hints to make your child's ride to and from school a happy, enjoyable, and safe one.

- # Students should be at assigned stops 5 minutes prior to the arrival time of their bus. If your assigned stop is located in front of a home, you still must be out waiting. No driver, under any circumstances is allowed to blow horns or wait. Students should not be running to stops, after the bus, or be inside homes. Students can fall and be seriously injured and there are blind spots all around buses where a driver cannot see a child.
- # Make sure your child stands far back from the street and curb lines until the bus has made a complete stop, the master lights are engaged, and the driver opens the door. In the p.m., if your child needs to cross in front of the bus, please let the drivers do that, do not call them from the other side. They could get hit by a vehicle illegally passing a stopped bus.
- # Remind your child to NEVER stop and pick up anything they may have dropped around or near the bus but to let the driver know about it first.
- # Students must remain seated while the bus is in motion and are not to be loud. They mustn't be rude when speaking to the driver or other students.
- # Bus drivers have the right to assign seats to any or all students. Kindergarten children will always be in the front of the bus.
- # Bus emergency exit drills will be taught to your child three times a year.
- # No distracting, large or harmful objects are allowed on the buses. Examples include but not limited to: trays of cupcakes/cookies; helium balloons; pets; balls of any type; and/or projects that include straight pins, toothpicks, nails or any other sharp objects. Rule of thumb for large objects—if it does not fit on your child's backpack or lap safely, it cannot come on the bus.
- # Kindergarten students are not allowed to exit the bus if no adult is present to receive them. If you make arrangements for another person to be at the bus stop, the school and transportation department must have something in writing. Drivers have the right to ask for identification if they are not sure who the person is—this is for the safety of the child.
- # If there is no one present for the Kindergarten child, the child will be returned to a designated location for you to pick them up at. Please remember that after three times a child is returned, they have the right to contact Child Protective Services.

Transportation Information cont'd.



- Ⓜ Riding the bus is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in the district.
- Ⓜ Only the transportation office has the right to change or move bus stops. Bus drivers do not have the authorization so please do not ask them to do so. Bus drivers do have the right to change routes in the first week of school to make them safer and timely. The routes are calculated and timed by computers which is not always the shortest or the safest routes. Please allow for delays the first few days and in inclement weather.

**PLEASE REMEMBER YOUR CHILD'S ROUTE NUMBER AND STOP.
THIS WILL BE HELPFUL IF YOU NEED TO CALL FOR ANY INFORMATION.**

- Ⓜ Students can be required to walk to a bus stop as far as the walking distance to the assigned school but normally bus stops will be closer. Examples where the stop may be further away are dead end streets; cul-de-sacs; and narrow streets where it is not safe for more than one vehicle.
- Ⓜ The school district accepts the responsibility of students when they board the bus in the a.m. at their legal stop and remains responsible to parents until students are unloaded at the same stop in the p.m. Students may not ride another bus home for play dates, to visit friends or relatives unless it has been cleared with the school and the transportation department in writing at least 48 hours in advance unless of an emergency.
- Ⓜ Seat belts are required in all NYS full sized school buses built after July 1, 1987 but no law requires students to wear them. Drivers are not permitted to force any student on a large bus to use them, they can only advise them they are there and the proper use of them.

Walker & Pick-up Procedures



- 👣 Children must not arrive at school prior to 9:00 a.m.—there is no supervision available for your child prior to that time.
- 👣 All walkers being dropped off by parents are to enter through the main entrance of the school.
- 👣 Pick-up of walkers in the p.m. will be in the cafeteria—once doors are open, enter through the main entrance and report directly to the cafeteria—sign out your child with the aide—identification is required.
- 👣 At dismissal, if you are picking up a child that does not usually walk, you must sign him/her out in the Main Office— Please do so by 3:10 p.m.—you must send a note in with your child in the morning — identification is required.
- 👣 At any time your child must leave school early, you must sign them out at the Main Office— identification is required.
- 👣 If someone other than a parent is signing out a child they must have written authorization from the parent with them and identification will be required.



Kreamer Street PTA

The Kreamer Street PTA is a dynamic team that works hard to provide educational programs to protect the children and to empower parents. The PTA works closely with the Kreamer Street staff, administration, and Board of Education to ensure quality in our schools, communities, and daily lives.

The PTA is comprised of elected officers, appointed committee members, teachers, administration, as well as parent/guardian volunteers. Meetings are monthly at the school and we encourage every family to join the team and participate in the activities throughout the school year.

In the past, the PTA has sponsored many activities and programs: book sales, clothing/food drives, PARP (Parents As Reading Partners), author visits, holiday boutiques, plant sales, picture day, yearbook, and other various fundraisers.

Please join us and see what we are all about and don't forget to visit us on the web at www.orgsites.com/ny/kreamerstreetpta



Kreamer Street SDM

SDM stands for Shared Decision Making. SDM is a committee comprised of administrators, teachers, staff, and parents. Our goal is to enhance and improve student performance through a variety of activities, programs, and projects.

We have sponsored in whole or in part such events as the Spaghetti Dinner, 3rd grade Pep Rally and Ice Cream Celebration, Reading for Character Book Bags, Book Swaps, Turn Off the TV Week, PARP (Parents As Reading Partners), this handbook, and various academic festivals.

SDM members are on the committee for a two year term. A one year absence is required before you may return to the team for another two years. The committee usually meets once a month in the Kreamer Street building. Meetings begin after school and last about one hour. There is a mandatory training before being able to sit on the committee.

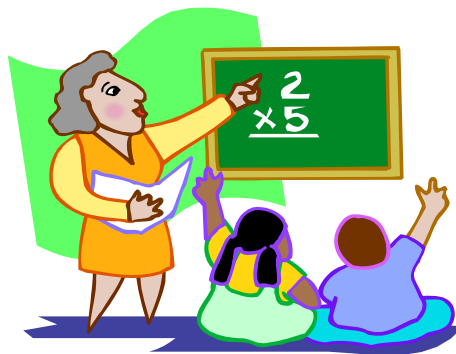
Please visit us at www.orgsites.com/ny/kreamersdm for up-to-date information, photos, and more.

Think about joining our team to make a difference with our students.

Top Ten Things Teachers Wish Parents Would Do

Adapted List Brought to You by the National PTA

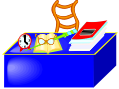
1. **Be Involved.** Parent involvement helps students learn, improves schools, and helps teachers work with you to help your children succeed.
2. **Provide resources at home for learning.** Utilize your local library, and have books and magazines available in your home. Read with your children each day.
3. **Set a good example.** Show your children by your own actions that you believe reading is both enjoyable and useful. Monitor television viewing and the use of videos and game systems.
4. **Encourage students to do their best in school.** Show your children that you believe education is important and that you want them to do their best.
5. **Value education and seek a balance between schoolwork and outside activities.** Emphasize your children's progress in developing the knowledge and skills they need to be successful both in school and in life.
6. **Recognize factors that take a toll on students' classroom performance.** Consider the possible negative effects of long hours at after-school jobs or in extracurricular activities. Work with your children to help them maintain a balance between school responsibilities and outside commitments.
7. **Support school rules and goals.** Take care not to undermine school rules, discipline, or goals.
8. **Use pressure positively.** Encourage children to do their best, but don't pressure them by setting goals too high or by scheduling too many activities.
9. **Call teachers early if you think there is a problem while there is still time to solve it.** Don't wait for teachers to call you.
10. **Accept your responsibility as parents.** Don't expect the school and teachers to take over your obligations as parents. Teach children self-discipline and respect for others at home—don't rely on teachers and schools to teach these basic behaviors and attitudes.





Being Ready for School Means...

- getting enough sleep
- eating a nutritious breakfast every day
- bringing a healthy snack in every day
- being clean and neatly dressed
- being prepared—bringing necessary school supplies, books, assignments, etc. with you to school
- wearing weather appropriate clothing and special items when needed (i.e. sneakers for Phys. Ed.)
- having a positive attitude toward your schoolmates, teachers, and school



A Responsible Student...

- 👍 will pay attention in class
- 👍 will participate in class activities and discussions
- 👍 will listen carefully to his/her teacher
- 👍 will show good effort by doing his/her best at all times
- 👍 will have neat, accurate, and completed class work every day
- 👍 will know the homework assignments and hand them in on time
- 👍 will make up work when absent
- 👍 will set aside a quiet place and time to work at home



Tips to Help Your Child Succeed

1. A child's academic achievement is unique & comparisons with other children, even your own, should not be made.
2. Celebrate effort rather than grades and learning rather than test scores.
3. Make good contact with the school—attend Open Houses & Parent-Teacher Nights.
4. Learn school policies and follow them.
5. Model respect for teachers and schools and encourage your child to do so.
6. Engage your child in conversation but don't grill him/her. Avoid asking questions with "yes/no" answers.
7. Listen to what your child is saying and learn to be a good observer.
8. Model life-long learning—take classes, learn a new activity, etc.
9. Make your home a home of books. Let your child see you read. Give your child a place for his/her books.
10. Reinforce learning out of the classroom through extra-curricular & family activities.
11. Give your child opportunities to write (i.e. lists, letters, cards, invitations, etc.).
12. Encourage your child to pursue his/her healthy, positive interests, not your interests.
13. Have good reference materials in your home (atlases, globe, encyclopedia, almanac, dictionary, etc.)
14. Let your child be a collector. A little dirt is a small price to pay for intellectual curiosity.
15. Be a good example of health, safety, and nutrition.
16. Provide a quiet place for your child to work and study.
17. Try not to make homework an issue, be positive. Remember, homework is assigned to the child, not to the parent.
18. Invoke grandma's rule: Eat your veggies before dessert and finish homework before moving onto the fun stuff.