

Elbridge Elementary School

*To cultivate the BEST in personal growth
and achievement*



Parent and Student Handbook 2018-2019

Elbridge Elementary School
Jordan-Elbridge Central School District

Mission

To cultivate the BEST in personal growth and achievement

Vision

Providing the BEST in educational opportunities by...

- ♦ Sustaining a culture that supports the intellectual and developmental needs of all
- ♦ Being committed to excellence in education and exceeding expectations
- ♦ Building a safe, dynamic learning environment where all are valued and respected
- ♦ Expanding our home-school-community partnerships
- ♦ Operating in a fiscally responsible manner

Values

JE EAGLES are...

Just and caring
Excellent in all that they do
Ethical in their behaviors
Accepting of all
Global thinkers
Learners first
Examiners of why and how
Selfless

September 2018

Dear Students and Parents,

The shorter days, cooler nights, and signs of autumn have arrived. It's time for school to begin again! This year is full of changes at Elbridge Elementary: new staff and faculty, teachers moving into new classrooms, redesigned spaces, and our new JEDIs (intermediate 4/5 program). More importantly, this is a time where everyone is refreshed to begin a new year of school.

This Student/Parent Handbook is meant to be a general reference and underlying framework for conducting the school year in an orderly and productive way. Please review this handbook and share its contents with your family. Revisit this document throughout the year.

Every student must show achievement gains—our faculty and staff are dedicated and prepared to make this happen. However, it takes a team to educate your child. You, as parents and family members, must continue this work when your child comes home. Read with your child. Include your children and explain everything. Tell stories and give hugs. Overall, be actively involved in your child's learning. Engage your child and celebrate success. When your child masters a topic, challenge him or her to work towards the next one. Our redesigned report cards will help target exactly what your child needs and in what areas he or she is showing success.

Amazing things are happening at Elbridge Elementary School. Let's look forward to a rewarding and successful school year.

Respectfully,

A handwritten signature in black ink, appearing to read "R.J. Hestwell". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Elbridge Elementary Principal

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Parent Guides to Student Success (www.pta.org)

- Kindergarten
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- 3rd Grade
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School Year District Calendar

Important Information at a Glance

Daily Schedule

3YP, Pre-K, Kindergarten

| | |
|---------------------------------|-----------|
| Student Arrival: | 9:30 a.m. |
| Dismissal to Buses: | 3:30 p.m. |
| Dismissal for Parent Transport: | 3:45 p.m. |

Grades 1, 2 and 3

| | |
|---------------------------------|-----------|
| Student Arrival: | 8:55 a.m. |
| Dismissal to Buses: | 3:30 p.m. |
| Dismissal for Parent Transport: | 3:45 p.m. |

The JEDIs (Intermediate School/Grades 4-5)

| | |
|---------------------------------|------------------------|
| Student Arrival: | 7:20 a.m. |
| Dismissal to Buses: | 2:35 p.m. (2:05 Weds.) |
| Dismissal for Parent Transport: | 2:50 p.m. |

Contact:

| | |
|--------------|--|
| Main Office: | 315-689-8540 (Grades 3YP-3) |
| Main Office: | 315-689-8500 x 3002 (Grades 4-5) |
| Fax: | 315-689-3320 |
| Nurse: | 315-689-8540 ext. 4010 (3010 for grades 4/5) |
| Attendance: | 315-689-8540 ext. 4011 |
| E-mail: | eeattendance@jecsd.org |

Elbridge Elementary Visitor Policy

The district is charged with maintaining the safety of all students and staff. Therefore, the following rules are enforced:

- Any person who is not an enrolled student or a district staff member is considered a visitor.
- All doors to the building will be locked during regular instructional hours. Visitors will be asked to ring the bell at the primary entrance and wait for the door to be electronically unlocked.
- All visitors must report to the main office upon entering the building.
- The ***Raptor Visitor Management System*** uses web-based technology to document visitor entry into, within, and exit from the building. An important aspect of school security is knowing who is entering and inside the building at all times. The Raptor System will allow trained school staff to monitor visitors, contractors, and volunteers in the school. It will also be used during dismissal.
- All visitors are required to sign-in and wear an identification badge printed using the Raptor System. Before leaving the building, all visitors must return to the main office and sign-out using the same program.
- No classroom visitors from 7:15 am—3:45 pm unless pre-arranged with the teacher and Principal.
- Visitors who wish to observe a class while school is in session are required to arrange a visit in advance with the Principal.
- Visitors are welcomed to attend all school functions open to the public.
- Everyone, including visitors, are expected to abide by the rules for public conduct on school property as detailed in the District's Code of Conduct.
- Any unauthorized person on school property will be reported to the Principal or his designee. Unauthorized persons will be asked to leave and law enforcement may be called as needed.
- Children who arrive after the instructional day has begun will sign in at the nurse's office and report directly to classrooms. If a student needs assistance, a staff member will be available to help.

General School Rules



at Elbridge Elementary



| MATRIX | Safety First | Offer Respect | Acts of Kindness | Responsibility and Teamwork |
|-------------------|--|--|---|--|
| <i>Bus</i> | | | | |
| <i>Cafeteria</i> | Eat your own food Always walk | Manners matter Listen carefully Follow adult directions the first time | Use kind language Be nice to one another | Keep your personal area clean |
| <i>Classroom</i> | Always walk Practice self-control Keep your body to yourself Use learning tools appropriately | Raise your hand to speak Clean up after yourself Accept others Follow adult directions the first time | Be nice to one another Manners matter Help each other | Come prepared and ready to learn Make an effort to learn Share and take turns Be positive with your words and actions |
| <i>Hallway</i> | Always walk Stay single file Travel on the right | Keep hands, feet, and belongings to yourself Manners matter Zero voices Follow adult directions the first time | Offer help when needed Return a greeting | Travel directly in a timely manner Fire drill (ie. walk swiftly) |
| <i>Restroom</i> | Always walk Keep hands, feet, and belongings to yourself | Be quiet Be clean Follow adult directions the first time | Be nice to one another Maintain privacy | Return when finished Flush Put trash in garbage |
| <i>Playground</i> | Follow equipment rules Leave the playground with permission only Play safe | Take turns Talk disagreements out Share equipment Follow adult directions the first time | Be nice to one another Take care of equipment | Have fun Keep the playground clean Listen for teacher signal |
| <i>Assembly</i> | Always walk with class Stay in assigned spot Keep hands, feet, and belongings to self | Whisper voices while waiting Watch/listen for signal Listen to speaker Follow adult directions the first time | Sit so others can see Be thankful/cheer and applaud | Take turns when entering/leaving with other classes wait patiently for assembly to start |
| <i>Field Trip</i> | Follow staff instruction Be aware of surroundings Stay with your group | Respect all adults, peers, and the space you are in Remain courteous to your surroundings Follow adult directions the first time | Manners matter | Follow posted/verbal rules at destination |

School Breakfast & Lunch

Breakfast and lunch are available every day: *Breakfast: \$1.75*

PreK-4 Lunch: \$2.35

5th grade Lunch: \$2.60

Reduced meals: 25¢

Milk: 60¢

Ice cream (Tues. & Thurs.): 85¢

Applications for free and reduced lunches are available on the District's website or can be obtained from the school office any time during the school year. Student meal accounts may be paid electronically through MySchoolBucks: www.myschoolbucks.com

School Attendance

Regular, uninterrupted attendance promotes learning. Please do not drop students off prior to 8:55 a.m (7:20 a.m. for JEDIs). There is no supervision provided by the school prior to these times, however, there are options for child care available to the community. Students riding the bus home will be dismissed at approx. 3:30 pm. Parents who choose to transport their children can sign them out at 3:45 pm in the main entrance area after the buses depart.

Absences/Tardiness

If your child is going to be absent, arrive late, or need to leave school early for an appointment, please notify the office by phone or e-mail as soon as possible and follow up with a written excuse, including:

- Child's first and last name
- Teacher's name
- Date of absence
- Reason for absence / early dismissal
- Name of person who will be picking up child (leaving early)

(This person must previously be on the child's emergency information paperwork or he/she will not be released into the person's care.)

There are absence/tardiness slips at the back of this handbook you may use to report absences/tardiness. Parents must escort children who are arriving late to the main office and personally sign the child in to school.

Maintaining accurate and current attendance is a district priority. An automated calling system will notify you if your child is absent from school when attendance is taken by the classroom teacher.

Please make sure your contact information, including phone number, email, and mailing address, is properly updated in our school records. Inaccurate information may result in duplicated phone calls or other mistakes in our school's notification of your child's absence from school. See the office secretary to update your contact information.

Health

It is absolutely essential that emergency notification information be on file at the school and that it be kept up to date.

- **Illness:** Parents will be asked to pick up their child if a health problem occurs at school. A student with a temperature of 100° or higher, vomiting, or severe diarrhea should remain at home. The school nurse is available for consultation and may be contacted at 689-8540 ext. 4010.
- **Physicals:** A child is required to have a physical examination by the family doctor prior to entering Kindergarten. Physical examinations are also required of students at the even numbered grade levels.
- **Immunizations:** Before entering school, NYS Law requires all students to have immunizations against polio, measles, rubella, mumps, diphtheria, hepatitis, and chicken pox. The only exceptions are a certificate from a physician showing that the immunizations would be detrimental to the health of the child or a written statement from the parent requesting an exception due to beliefs as a member of a recognized religion.
- **Medication:** Students are not permitted to carry any medication to and from school. The school nurse is authorized to administer medication when a written order is provided and signed by both the physician and the parent. Parents must bring the medication to school in a pharmacy container. Any notification of a change in dosage must be accompanied by a written request signed by the physician and the parent. To be excused from PE class, a student is required to have a written release signed by the physician.
(Note: An excuse from PE also means the student will not be allowed to participate in recess activities.)

Bus Transportation

Parents are required to complete a transportation request form on an annual basis. This form is available on the District's web site. The transportation department will not honor bus change requests two weeks prior to or two weeks after the start of school in September. Please make sure this information is correct before school begins for the year. All requests must be received in writing 24 hours in advance of the change and include child's name, address, and responsible individual receiving the child.

Designated faculty and staff members will greet buses in the morning and dismiss the children in the afternoon, ensuring that each child boards the appropriate bus in a safe and orderly fashion. The bus driver will only let a child off the bus when he/she makes visual eye contact with the parent/guardian at home. Please be present when the bus arrives.

Bus Safety

Please review the following information with your child regularly throughout the school year:

1. Wait for the bus to come to a complete stop before boarding or exiting.
2. Wait for the driver to signal before crossing the street.
3. Stay seated while the bus is in motion.
4. Keep hands and feet to yourself.
5. Being on the bus is like being "at school." Proper behavior on the bus is the same as expected while at school.

The driver is responsible for the safety of everyone onboard the bus. Therefore, the driver is in complete charge at all times and must be treated in a respectful manner. The same rules of conduct that are followed in school are expected to be followed while on the bus. Drivers are required to report discipline problems that impair the safety of the other students, the driver, or other vehicles on the road.

In the case of serious or repeated misconduct, a student may be suspended from riding the bus to and/or from school. In the most extreme cases, this privilege may be revoked.

Transportation Office Phone: 315-689-8500 ext. 5601

End of the Day Parent Transport/Dismissal

If you plan to pick your child up from school at the end of the day on a regular basis, please send a written notice to the main office at the beginning of the year. Sign-out will take place at the main entrance. Children will only be released to people who have written authorization to pick them up and must be prepared to show proper identification. Dismissal will be conducted using the Raptor Visitor Management System (described in more detail on page 6 of this handbook).

Uninterrupted class time is essential for student learning and achievement. The end of the instructional day is 3:30 pm (2:35 pm for JEDIs; 2:05 pm on Wednesdays for JEDIs). Therefore, students will not be dismissed until this time. Students who ride the bus will depart at 3:30 pm. Self-transported students (i.e. children who are picked up by a parent/guardian) will wait for pick-up at 3:45 pm. Since buses will depart shortly after 3:30 pm, please do not arrive to pick up your child until at least 3:40 pm. Please arrive promptly. After school care past 3:45 pm is not provided by the district. However, alternative child care arrangements are available.

Please do not go to your child's classroom.

At no time should you go to your child's classroom unless prior arrangements have been made with the classroom teacher and the Principal. Security and the integrity of the learning atmosphere must be kept at all times.

There is no parking along the driveway entrance / exit routes. This area must be kept clear for emergency vehicles, if necessary. In addition, please refrain from parking along the school sidewalks as this area is reserved for the buses at this time of day. Park in the designated parking lots or along the driveway which circles the lot.

If you plan to pick your child up on a special occasion, please send written notice the same as you would for an early dismissal. If no prior notice is sent, report to the main office with I.D. Your child will be called to meet you at the main entrance at the 3:45 pm dismissal time along with the other students who do not ride the school bus home.

Finally, children are **never** allowed to be removed from a bus or a class line at dismissal time. Report to the Main Office for assistance.

Thank you for your cooperation with these procedures. As always, the safety of children is of the utmost importance to everyone at Elbridge Elementary.

JECSD Code of Conduct: Elementary Summary

PART 1: PARENTS/PUBLIC: SUMMARY OF THE CODE OF CONDUCT:

The Jordan-Elbridge Central School District Board of Education has adopted a code of conduct for students and all those who are present on school district property. The code of conduct is intended to promote behavior that is safe, orderly, respectful, trustworthy and civil. The code of conduct explains in detail the behavioral expectations of the school community for its students. It also describes the range of permissible school responses to student violation of the code.

The code of conduct addresses the requirements of the Dignity for All Students Act which prohibits discrimination, intimidation, taunting and harassment of students on school property, on a school bus, or at school functions, with respect to their actual or perceived race, gender, sexual orientation, color, weight, national origin, sex, ethnic group, religion, religious practice, and disability. Copies of the full text of the code of conduct are given to all students in September and are available upon request to parents. Please review with your child or children.

Student Responsibilities:

Student responsibilities include: demonstrating self-respect and respect for and kindness to others; following school rules and the directions of school staff, faculty and administration; fulfilling all educational assignments and obligations; demonstrating respect for school property and for the property of others; modeling good conduct; presenting themselves neatly in clothing that is safe and suitable for school activities and will not disrupt the education process; financial responsibility for books, tools, computers, locks and any other school property or equipment provided to them.

Reporting Violations:

All members of the school community have a duty to report activity that threatens safety or is in direct conflict with the principles of the Dignity for All Students Act. Anyone observing or hearing of a person possessing a weapon, alcohol, or illegal substance shall report this information to a teacher or administrator immediately, without exception. All other violations should be reported to a teacher or administrator as soon as possible.

Any student who is determined to be a threat to the health and safety of students or staff may be removed from school pending completion of the discipline process. Bringing a weapon to school, committing a violent act, making threats to another, or possession or use of drugs or illegal substances can lead to immediate removal and suspension for up to one year. Any compulsory age student is entitled to an alternate form of instruction if they are removed or suspended from their instructional program.

School Response to Violations:

There is a wide range of school responses that are permitted when students violate the code of conduct. These range from verbal and written warnings to detention and suspension. In all cases where a student is accused of a violation of the code of conduct, he/she is entitled to notice of the violation and an opportunity to explain. The code of conduct provides for teacher removal of students from classrooms under certain circumstances and for hearings by the Superintendent when the school wishes to impose a longer-term suspension. The code of conduct includes provisions for consideration of special needs students.

Code of Conduct for All Individuals On School Property:

All of those who use or occupy school property or premises under the control of the school are expected to model safe, lawful, respectful and civil behavior. This includes parents, staff, members of the Board of Education and all visitors to school. Those in violation of the following code of conduct will be asked to leave school premises; or may be subject to action by law enforcement agencies.

Employees of the school district may be subject to applicable employee disciplinary proceedings.

The Following Conduct is Prohibited on School Property:

Physical injury to another person or the threat of such injury; verbal, physical or other forms of harassment or coercion of another or any act that is in violation of the Dignity for All Students Act; willful damage to, or destruction of property; interference with the lawful and authorized activities of others; possession, sale or use of alcoholic beverages or tobacco products or illegal drugs; and the possession or use of a weapon of any kind or any other object that reasonably can be considered a weapon.

Crimes on School Property:

If there is reason to believe that a crime has been committed on school property or at a school sponsored function, law enforcement officials will be notified immediately.

PART 2: STUDENTS

Respect is treating others as you would like them to treat you. Hurting others with words or actions is always wrong. Everybody is different. It is unkind to pick on someone because of the way they dress or behave. It is unkind to pick on someone because of where their family comes from. It is unkind to pick on someone because of the color of his or her skin or the way they look. Dignity for All Students makes school safe for you and everyone so you can learn.

Alleged Bullying Investigation Process:



**Complaint received;
Begin investigation**

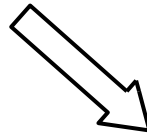
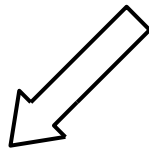
Dignity Act Coordinators

Mr. Rob McIntyre (Grades 3YP-3)
rmcintyre@jecsd.org
315-689-8540

Mrs. Kerry Brogan (Grades 4/5)
kbrogan@jecsd.org
315-689-8540



**Determine if complaint is
transient or substantive**



Respond to transient incident:

- ✓ **Notify parents**
- ✓ **Issue a verbal warning**
- ✓ **Facilitate mediation**
- ✓ **Offer counseling**
- ✓ **Take disciplinary action as appropriate**

Respond to substantive incident:

- ✓ **Implement safety plan for victim; maintain contact with victim; revise plan as needed**
- ✓ **Notify parents of victim**
- ✓ **Notify parents of perpetrator**
- ✓ **Discipline perpetrator as appropriate**
- ✓ **Complete documentation per SED reporting requirements**

A Summary of Prohibited Behavior

The behaviors prohibited by the student code of conduct include: disorderly and disruptive conduct in school or on school busses; insubordination; truancy (being out of school without a reason); violent or threatening behavior; possession or use of alcohol or illegal drugs; possession or use of a weapon; destruction of property; harassment of any kind, including that prohibited by the Dignity for All Students Act (DASA).

Correcting Inappropriate Behavior

Any student who willfully performs any act detrimental to the orderly educational process or operation of a school sponsored activity will be subject to disciplinary action. Student behavior that cannot be addressed by the class rules, or a student who engages in significantly disruptive behavior, will be sent to meet with the Principal or his designee.

Student discipline will be administered in such a manner as to fully take into consideration the nature and circumstances of the violation, the individual circumstances of the student, and prior forms of corrective action imposed upon the student. A complete explanation of the Jordan Elbridge Code of Conduct is available on our website: www.jecsd.org or at any of the school offices.

Student Rights

Students are entitled to pursue their education in an atmosphere that is safe and conducive to learning - free from bullying, intimidation and any form of harassment or threats; a course of study that responds to their educational needs; respect from all members of the school community; procedural due process provided by Law; freedom of speech and expression that does not disrupt the educational process or infringe upon the rights of others; freedom from discrimination; a clear description of the rules that apply to them in school; and freedom from unreasonable search and seizure. Students with special needs are entitled to have their educational needs and behavior evaluated on the basis of those needs.

Electronic Devices

Students are discouraged from bringing expensive or treasured possessions to school. The school does not assume responsibility for lost, stolen or damaged items including electronic devices. Cell phone use is prohibited during the school day and on school buses. No mechanical or electronic device shall be used to audio or video record any activity on district premises or on district provided transport at any time.

District employees, students, Board of Education members and all individuals using district technology services are required to adhere to the laws, policies and rules governing technology resources. The District, in accordance with the provision of the Children's Internet Protection Act, requires that all building computers with internet access be equipped with filtering or blocking technology. Additionally, the District employs auditing technologies to monitor all activity on the District's hardware and network. Violations of the District's acceptable use policy may result in the suspension or termination of a user's access and/or disciplinary action. Parents who would prefer that their child not be granted internet access are asked to send a letter, stating said request, to the attention of the building Principal.

Emergency School Closing

During the course of the year, there may be a time when it is necessary to close school due to inclement weather or other emergency. Any such closing would be announced on local television stations. An automated telephone call from the Superintendent will be made in the event of a delay or cancellation.

Please be sure arrangements for child care specific to such an occurrence are in place at the beginning of each school year.

Other Emergencies

Our school has developed an emergency plan for crises that might occur. This emergency plan is devoted to the welfare and safety of your child during school hours. We have a crisis management team that reviews, updates, and trains the staff to care for your child at school. Practice drills for various emergencies are held throughout the year. An automated telephone call from the Superintendent will be made in the event of an emergency school closure.

Parent Involvement

The connection between home and school is paramount; thus, parents are encouraged to be active participants in their child's school life. Vehicles for involvement include the Parent Teachers' Organization, Parent Conferences, and the Health and Wellness Team.

Additionally, parents are welcome to serve as classroom volunteers and field trip chaperones per each teacher's procedures. Join the PTO! It's a great way to connect with other families in our community.

Elbridge Elementary PTO

The Parent-Teacher-Organization is made up of a group of dedicated parents working to bring the best education experience possible to the students of Elbridge Elementary. We welcome all who would like to join us at our meetings or volunteer at any of our functions.

Meetings are held at Elbridge Elementary. We appreciate ideas of events we can hold during the school year.

Some of the events and fundraisers for the upcoming school year include:

- Box Tops for Education (send to school with your child)
- Family wellness
- Family BINGO & game nights
- Daddy—Daughter Dance
- Scholastic book sales
- Holiday fundraisers
- Dollars-for-Scholars scholarship
- Events promoting school-to-home connections
- Parents as Reading Partners (PARP)

Current officers of the EE PTO:

Donna Bennett, President

Bethany Whitten, Vice-President

Amanda White, Treasurer

Carrie Gilfus, Secretary

PBIS

Elbridge Elementary students and staff have developed a Positive Behavior Intervention System (PBIS). Summarized below, it is a shared understanding of school expectations. It acts as a learning tool for students through recognition and reward of safe and appropriate behavior.

Look for our acronym, **SOAR**, throughout the elementary school and other places in the Jordan-Elbridge community. You may even consider posting this page in your home. Teaching acceptable behavior is an important step in raising academic achievement of all children.


| | |
|---|---|
|  Safety First | <ul style="list-style-type: none">• Always walk• Practice self-control• Keep your body to yourself• Use learning tool appropriately |
|  Offer Respect | <ul style="list-style-type: none">• Raise your hand to speak• Clean up after yourself• Be positive with you words and actions• Accept others |
|  Acts of Kindness | <ul style="list-style-type: none">• Treat others the way you want to be treated• Manners Matter• Help Each other |
|  Responsibility & Teamwork | <ul style="list-style-type: none">• Come prepared and ready to learn• Follow directions on the first time• Share and Take turns |

Communicating with the School

Communication between parents and school staff is essential to building a safe, dynamic learning environment with strong home-school-community partnerships. Be sure to regularly connect with your child's teacher through email and phone. Some teachers use exciting communication technologies like Class Dojo, Schoology.com, and Remind.com. Conferences can be very powerful ways for teachers and parents to communicate important student learning needs.

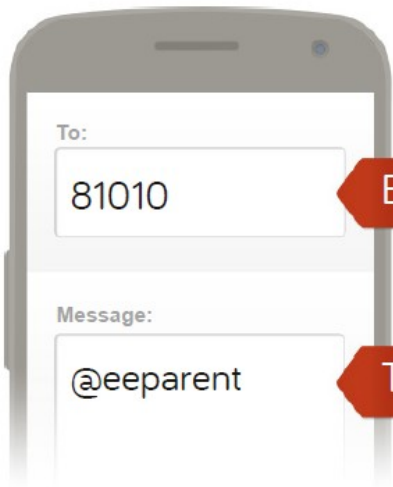
Feel empowered to request parent-teacher meetings and meetings with the Principal. To do so, contact the teacher as outlined above. Email the Principal—rihartwell@jecsd.org if you have questions or need help. In the event of concern, it is recommended you communicate with the teacher first before contacting the Principal.

Mr. Hartwell would like you to join EEParents!



To receive messages via text, text **@eeparent** to **81010**. You can opt-out of messages at anytime by replying, 'unsubscribe @eeparent'.

Trouble using 81010? Try texting **@eeparent** to (469) 203-4921 instead.



Enter this number

Text this message

*Standard text message rates apply.

Or to receive messages via email, send an email to **eeparent@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.

New message

Recipients **eeparent@mail.remind.com**

Subject *(You can leave the subject blank)*

Report Cards

The Elbridge Elementary report cards for each grade level have recently been re-designed. Teachers and staff have identified the learning standards students need to master in current and future grades. The report cards mirror these learning standards and inform parents about progress made toward these goals.

Further details about each standard being assessed will be included in report cards. Specific resources and activities you can do at home with your child are included. Use the helpful tools to practice building skills at home. Together, our work will help all students show growth and improve academic achievement.

Additional resources and report card descriptions are also available on our website www.jecsd.org—Elbridge Elementary.

School Website

Our school district recently redesigned the webpage. Additional resources, information, and special events are available on our website www.jecsd.org—Elbridge Elementary.



Latest Stories



www.jecsd.org

EXCUSE FOR ABSENCE

Date _____

Name _____

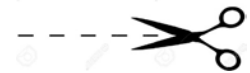
has been absent _____ days for the following
reason _____

KINDLY ADMIT STUDENT TO CLASS

Excused ☐

Unexcused ☐

Signature



EXCUSE FOR ABSENCE

Date _____

Name _____

has been absent _____ days for the following
reason _____

KINDLY ADMIT STUDENT TO CLASS

Excused ☐

Unexcused ☐

Signature

Cut this page out for the absence/tardy excuse notes on the reverse.

EXCUSE FOR ABSENCE

Date _____

Name _____

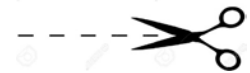
has been absent _____ days for the following
reason _____

KINDLY ADMIT STUDENT TO CLASS

Excused ☐

Unexcused ☐

Signature



EXCUSE FOR ABSENCE

Date _____

Name _____

has been absent _____ days for the following
reason _____

KINDLY ADMIT STUDENT TO CLASS

Excused ☐

Unexcused ☐

Signature

Cut this page out for the absence/tardy excuse notes on the reverse.

Student Success

National
PTA[®]

everychild.one voice.[®]

KINDERGARTEN

This guide provides an overview of what your child will learn by the end of kindergarten in mathematics and English language arts/literacy. This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 1st grade.

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in Kindergarten

- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales
- Retelling familiar stories and talking about stories read to them using details from the text
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Stating an opinion or preference about a topic or book in writing (e.g., My favorite book is . . .)
- Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., *who*, *what*, *where*, *when*, *why*, *how*) in discussions
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., *a*, *the*, *to*, *of*, *from*, *I*, *is*, *are*)

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

- Using knowledge of letters and letter-sound correspondences to figure out how to spell words as they sound
- Reading and understanding a story designed for early readers
- Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Mathematics

A Sample of What Your Child Will Be Working on in Kindergarten

- Counting objects to tell how many there are
- Comparing two groups of objects to tell which group, if either, has more; comparing two written numbers to tell which is greater
- Acting out addition and subtraction word problems and drawing diagrams to represent them
- Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems
- Adding and subtracting very small numbers quickly and accurately (e.g., $3 + 1$)
- Correctly naming shapes regardless of orientation or size (e.g., a square oriented as a "diamond" is still a square)



TALKING TO YOUR CHILD'S TEACHER

KEEPING THE CONVERSATION FOCUSED.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

- Counting to tell the number of objects (this will not be written work; ask the teacher for his or her observations of your child's progress in this area)
- Solving addition and subtraction word problems

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Encourage your child to tell you about his or her day at school. Have your child describe the picture to you.

Mathematics

- Ask your child questions that require counting as many as 20 things. For example, ask, "How many books do you have about wild animals?"
- Ask your child questions that require comparing numbers. "Who is wearing more bracelets, you or your sister?" (Your child might use matching or counting to find the answer.)

For more information, the full standards are available at www.corestandards.org.



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Student Success



1ST GRADE

This guide provides an overview of what your child will learn by the end of 1st grade in mathematics and English language arts/literacy. This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 2nd grade.

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 1st Grade

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Getting facts and information from different writings
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word *bat* means a flying mammal or a club used in baseball)
- Learning to think about finer distinctions in the meanings of near-synonyms (e.g., *marching*, *prancing*, *strutting*, *strolling*, *walking*)

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

- Reading grade-level text with understanding and fluency
- Learning from, enjoying, and getting facts from books she or she reads and listens to

Mathematics

A Sample of What Your Child Will Be Working on in 1st Grade

- Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?")
- Quickly and accurately adding with a sum of 10 or less, and quickly and accurately subtracting from a number 10 or less (e.g., $2 + 5$, $7 - 5$)
- Understanding what the digits mean in two-digit numbers (*place value*)
- Using understanding of place value to add and subtract (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$)
- Measuring lengths of objects by using a shorter object as a unit of length
- Making composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths

TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 1st grade, these include:

- Adding with a sum of 20 or less and subtracting from a number 20 or less (this will not be written work; ask the teacher for his or her observations of your child's progress in this area)
- Using understanding of place value to add and subtract
- Solving addition and subtraction word problems

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Encourage your child to read to you books such as *Little Bear* by Else Holmelund Minarik. Help him or her sound out difficult words. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.

Mathematics

Look for "word problems" in real life. Some 1st grade examples might include:

- If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left.
- Play the "I'm thinking of a number" game. For example, "I'm thinking of a number that makes 11 when added to 8. What is my number?"

For more information, the full standards are available at www.corestandards.org.



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Student Success

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This guide provides an overview of what your child will learn by the end of 2nd grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 3rd grade.

2ND GRADE

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 2nd Grade

- Paying close attention to details, including illustrations and graphics, in stories and books to answer *who, what, where, when, why, and how* questions
- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Mathematics

A Sample of What Your Child Will Be Working on in 2nd Grade

- Solving challenging addition and subtraction word problems with one or two steps (e.g., a “one-step” problem would be: “Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?”)
- Quickly and accurately adding with a sum of 20 or less (e.g., $11 + 8$); quickly and accurately subtracting from a number 20 or less (e.g., $16 - 9$); and knowing all sums of one-digit numbers from memory by the end of the year
- Understanding what the digits mean in three-digit numbers (*place value*)
- Using understanding of place value to add and subtract three-digit numbers (e.g., $811 - 367$); adding and subtracting two-digit numbers quickly and accurately (e.g., $77 - 28$)
- Solving addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)
- Building, drawing, and analyzing 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades

TALKING TO YOUR CHILD’S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Using understanding of place value to add and subtract
- Solving more challenging addition and subtraction word problems
- Measuring lengths, and solving word problems involving addition and subtraction of lengths

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read at home every day and assist your child by reading every other paragraph. To find recommendations of books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Have your child write a thank you note or letter to family members or friends.

Mathematics

Look for “word problems” in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.
- Play “draw the shape.” For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

For more information, the full standards are available at www.corestandards.org.



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Student Success

This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade.

3RD GRADE

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*
- Spelling correctly and consulting dictionaries to clarify meanings of words

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar
- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Mathematics

A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to 10×10 quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying 9×80)
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9×7 ?)



TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Make reading for fun a part of your child's daily routine.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Mathematics

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables—such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division to "work backward" in the times tables—such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party.

For more information, the full standards are available at www.corestandards.org.



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This guide provides an overview of what your child will learn by the end of 4th grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 5th grade.

4TH GRADE


Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 4th Grade

- Describing the basic elements of stories—such as characters, events, and settings—by drawing on specific details in the text
- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (*synonyms*) and to their opposites (*antonyms*)



Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 4th grade, these include:

- Comprehending a range of grade-level stories, poems, and informational texts such as biographies, articles, or guidebooks about history, science, or the arts
- Building understanding of relationships between words and nuances in word meanings—*synonyms*, *antonyms*, *idioms*—and using this knowledge to convey ideas precisely

Mathematics

A Sample of What Your Child Will Be Working on in 4th Grade

- Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements
- Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million)
- Multiplying and dividing multi-digit numbers in simple cases (e.g., multiplying $1,638 \times 7$ or 24×17 , and dividing 6,966 by 6)
- Understanding and applying equivalent fractions (e.g., recognizing that $1/4$ is less than $3/8$ because $2/8$ is less than $3/8$)
- Adding, subtracting, and multiplying fractions in simple cases (such as $2\frac{3}{4} - 1\frac{1}{4}$ or $3 \times \frac{5}{8}$), and solving related word problems
- Understanding simple decimals in terms of fractions (e.g., rewriting 0.62 as $62/100$)
- Measuring angles and finding unknown angles in a diagram

TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 4th grade, these include:

- Doing arithmetic and solving word problems with multi-digit numbers
- Doing arithmetic and solving word problems with fractions

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means.

Mathematics

- Ask your child to compare numbers using phrases like "times as much." For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh?
- Ask your child to help you compare fractional amounts—for example, if one recipe calls for $2/3$ of a cup of oil, but another recipe calls for $3/4$ of a cup of oil, which recipe calls for more oil? (In 5th grade, your child will learn ways to determine just how much more oil.)

For more information, the full standards are available at www.corestandards.org.



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Student Success

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This guide provides an overview of what your child will learn by the end of 5th grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6th grade.

5th GrAdE

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 5th Grade

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as *on the other hand*, *similarly*, and *therefore*
- Producing writing on the computer

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well)

Mathematics

A Sample of What Your Child Will Be Working on in 5th Grade

- Adding and subtracting fractions with unlike denominators (e.g., $21/4 - 11/3$), and solving word problems of this kind
- Multiplying fractions; dividing fractions in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many $1/3$ -cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share $1/2$ pound of chocolate equally)
- Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal)
- Multiplying whole numbers quickly and accurately, for example $1,638 \times 753$, and dividing whole numbers in simple cases, such as dividing 6,971 by 63
- Understanding the concept of volume, and solving word problems that involve volume
- Graphing points in the coordinate plane (two dimensions) to solve problems
- Analyzing mathematical patterns and relationships

TALKING To Your Child's TeACHer

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Multiplying and dividing fractions, and solving related word problems
- Decimals (concepts and arithmetic)
- Volume (concepts and problem-solving)

help Your Child Learn at home

Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Invite your child to read his or her writing out loud to other family members. Ask questions about your child's word choices and ideas.
- Go to a play or musical with your child. Discuss the way the actors bring the words to life.
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.

Mathematics

Look for "word problems" in real life. Some 5th grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook.
- Multiplying with fractions — for example, if you used about $2/3$ of a $3/4$ -cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

For more information, the full standards are available at www.corestandards.org.



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3- and 4-year-old

Pre-Kindergarten

at Jordan-Elbridge CSD

Cultivating the best in personal growth and achievement

Program Highlights

- Full day programs for 3 & 4 year olds!
- 100% funded – **no tuition** for district residents
- Transportation included (optional)
- Low student/teacher ratio
- All staff certified as NY state elementary teachers, assistants/aides
- Free and investigative play
- Children in these pre-kindergarten programs attend special area classes (music, art, computer, library, gym)
- High program standards with frequent social interaction & academic intervention
- Early childhood education following the NYS Pre-K foundation standards



*Registration forms
available online
www.jecsd.org
and at the school's
main office*



**JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT
2018-2019**

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| 12 | 13 | 14 | 15P | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31P | |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|-----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3C | 4 | *5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14P | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28P | 29 |
| 30 | | | | | | |

| OCTOBER | | | | | | |
|---------|----|-----|----|-----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8C | 9 | 10 | 11 | 12 |
| 13 | 14 | 15P | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31P | | |

| NOVEMBER | | | | | | |
|----------|-----|----|-----|-----|-----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12C | 13 | 14 | 15P | 16 | 17 |
| 18 | 19 | 20 | 21C | 22C | 23C | 24 |
| 25 | 26 | 27 | 28 | 29 | 30P | |

| DECEMBER | | | | | | |
|----------|------|-----|----|----|-----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14P | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24C | 25C | 26 | 27 | 28 | 29 |
| 30 | 31CP | | | | | |

-  = School Not in Session
-  = P/T - Parent/Teacher Conf.
-  = Pay Period
-  = JETA Only Pay Period
-  = Regents Exams
-  = P/T Conf. Half Day PM

- Holidays
- September 3 - Labor Day
 - September 4 - Supt./ Staff Development Day
 - September 5 - First Day of School
 - October 4 - I.B. Community Project
Half Day for Grades 6-7
 - October 8 - Columbus Day
NO SCHOOL
 - October 19 - Supt./ Staff Development Day
NO SCHOOL
 - October 22 - Middle School P/T Conferences
Early release at 12:25 PM
 - November 2 - Elementary P/T Conferences
GRADES 3YP-5 HALF DAY AM ONLY
 - November 5 - Elementary P/T Conferences
GRADES 3YP-5 HALF DAY AM ONLY
 - November 12 - Veterans Day
NO SCHOOL
 - November 21-23 - Thanksgiving Recess
NO SCHOOL
 - December 6 - I.B. Community Project
Half Day for Grades 6-7
 - December 24- January 1 - Christmas/New Year's Recess
NO SCHOOL
 - January 21 - Martin Luther King Day
NO SCHOOL
 - January 22-25 - Regents Exams (9-12)
 - February 1 - Elementary P/T Conferences
NO SCHOOL GRADES 3YP-5
 - February 7 - I.B. Community Project
 - February 18-22 - Mid-Winter Recess
NO SCHOOL
 - March 15 - Supt./ Staff Development Day
NO SCHOOL
 - April 15-22 - Spring Recess
NO SCHOOL
 - May 9 - I.B. Community Project
Half Day for Grades 6-7
 - May 27 - Memorial Day
NO SCHOOL
 - June 3 - Regents Exams (9-12)
 - June 17 - Last Day of Classes
at High School
 - June 18-26 - Regents Exams (9-12)
 - June 22 - Graduation Day
 - June 26 - Rating Day
* Middle and Elementary School early dismissals begin June 24th & 25th with the last day of classes being June 25th.

| Instructional Days | |
|--------------------|-----|
| September | 18 |
| October | 21 |
| November | 18 |
| December | 15 |
| January | 21 |
| February | 15 |
| March | 20 |
| April | 16 |
| May | 22 |
| June | 17 |
| Student Days | 183 |
| Staff Dev./Rating | 4 |
| Total Teacher Days | 187 |

| S | M | T | W | T | F | S |
|---|-----|-----|-----|-----|-----|----|
| | | 1C | 2 | 3 | 4 | 5 |
| | 7 | 8 | 9 | 10 | 11 | 12 |
| | 14 | 15P | 16 | 17 | 18 | 19 |
| | 21C | 22R | 23R | 24R | 25R | 26 |
| | 28 | 29 | 30 | 31P | | |





| S | M | T | W | T | F | S |
|---|-----|----|----|-----|-----|----|
| | | | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 | 9 |
| | 11 | 12 | 13 | 14 | 15P | 16 |
| | 18C | 19 | 20 | 21 | 22 | 23 |
| | 25 | 26 | 27 | 28P | | |

| S | M | T | W | T | F | S |
|---|----|----|----|----|-----|----|
| | | | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 | 9 |
| | 11 | 12 | 13 | 14 | 15P | 16 |
| | 18 | 19 | 20 | 21 | 22 | 23 |
| | 25 | 26 | 27 | 28 | 29P | 30 |

| S | M | T | W | T | F | S |
|---|------|-----|----|----|-----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| | 8 | 9 | 10 | 11 | 12 | 13 |
| | 15CP | 16 | 17 | 18 | 19C | 20 |
| | 22C | 23 | 24 | 25 | 26 | 27 |
| | 29 | 30P | | | | |

| S | M | T | W | T | F | S |
|---|----|-----|-----|----|----|-----|
| | | | 1 | 2 | 3 | 4 |
| | 6 | 7 | 8 | 9 | 10 | 11 |
| | 13 | 14 | 15P | 16 | 17 | 18 |
| | 19 | 20 | 21 | 22 | 23 | 24 |
| | 26 | 27C | 28 | 29 | 30 | 31P |

| JUNE | | | | | | |
|------|-----|-----|-----|-----|-----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3R | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14P | 15 |
| 16 | 17 | 18R | 19R | 20R | 21R | 22 |
| 23 | 24R | 25R | 26R | 27 | 28P | 29 |
| 30 | | | | | | |

-  = All Offices Closed
-  = Rating Day
-  = Supt./Staff Dev. Day
-  = Half Day for Grades 6-7
I.B. Community Project
Release Time is 12:25PM.