

♥ Welcome to Kindergarten

Parent/Guardian Handbook

South Huntington Schools
Huntington Station, New York



**SOUTH HUNTINGTON
SCHOOL DISTRICT
60 Weston Street
Huntington Station, NY 11746**



February, 2023

Dear Parents:

I would like to take this opportunity to introduce myself to your family. I am the Superintendent of Schools for the South Huntington School District and I look forward to building a relationship with each of you throughout your child's time in our wonderful schools. Starting kindergarten is an exciting and important moment for both you and your child. It is my pleasure and greatest honor to welcome the incoming Kindergarten Class of the 2023/2024 school year!

Our district team absolutely understands the high level of anticipation and nervousness associated with the opening of the school year. We appreciate you entrusting us with your child especially during some of the most challenging times in recent memory. We look forward to developing a strong school/home partnership with your family to provide your most precious possessions with a first-class academic, social and emotional experience.

Please take time and carefully review this informative booklet as we begin to establish a partnership. It is encouraged and important to be an active member in your child's educational journey. We look forward to our upcoming kindergarten orientation sessions.

Please do not hesitate to reach out to our district team with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Vito M. D'Elia", followed by a long horizontal line extending to the right.

Vito M. D'Elia, Ed.D.
Superintendent of Schools

ENTRANCE REQUIREMENTS

A child is eligible to enter kindergarten in September if he/she is five years old on or before December 1st. All registration applications are processed through the Districts online registration (OLR) System. A link to the portal is available on the District website. Parents/Guardians must upload the required documents. If assistance is needed, parents/guardians can schedule an in person appointment and registration on our website @ shufsd.org.

1. Proof of age: Examples of acceptable forms of documentation include, but are not limited to a **birth certificate, baptismal record, or passport** (including a foreign passport).
2. Complete and updated **Immunization Record** signed or stamped by your medical doctor. **IMMUNIZATION AGAINST MEASLES, MUMPS, RUBELLA, POLIO, DIPHTHERIA, PERTUSSIS, HEPATITIS B, AND VARICELLA ARE REQUIRED FOR KINDERGARTEN ENTRANCE.** Booster shots for polio, diphtheria and tetanus are recommended before school entrance.

All kindergarten students are required by law to have a complete physical examination. This examination may be done by the child's private pediatrician. A ***Physical Examination Report Form*** and ***Dental Form*** provided by the school must be submitted by September 30. If you want the school doctor to perform the physical exam, you must submit a written request and sign a consent form, which will be provided by the school. If you do not submit the required physical or signed permission form, the physical will be done by the school doctor. All kindergarten students are also required by law to have a comprehensive dental examination. A written report from the dentist must be provided to the school nurse.

3. Three of the following to verify residency (additional proofs may be accepted at the discretion of the Assistant Superintendent):
 - Current month's telephone bill in your name
 - Current month's cable bill in your name
 - Current month's bank statement in your name
 - Current month's PSEG bill in your name
 - Current photo ID (driver's license)
 - Pay stub
 - Income tax form
 - Utility or other bills
 - Membership documents, such as library card, based upon residency
 - Voter registration documents
 - Official driver's license, learner's permit, or non-driver identification
 - State or government-issued identification
 - Documents issued by federal, state or local agencies, such as the local social service agency or the Office of Refugee Resettlement
 - Evidence of custody of the child including, but not limited to, judicial custody orders or guardianship papers

IF YOU OWN A HOME OR HAVE A LEASE you will need the following (in addition to the required registration documents (Proof of Age, Immunization and Residency Proofs)) :

- Current month's Mortgage Statement, Deed, current Tax Bill or current Lease Agreement in your name signed by you and your Landlord

IF YOU DO NOT OWN A HOME OR HAVE A LEASE and you are renting an apartment, room, private home or living with a relative or friend, you will need the following (in addition to the required registration documents (Proof of Age, Immunization and Residency Proofs)):

Parent/Guardian:

- A notarized affidavit (*Parent's Statement for Residency*) issued by the South Huntington School District (available on our website or at the James Kaden Administration Office) completed by the parent stating their legal address

Owner/Lessee:

- A notarized affidavit (*Owner/Lessee Statement*) issued by the South Huntington School District (available on our website or at the James Kaden Administration Office) and completed by the owner/tenant stating that you live there
- The owner's current property tax bill, current mortgage statement, or a copy of their deed/lease with their name on it
- Two current bills in their name

CONTACT INFORMATION

If you require assistance with completing the online registration process, please schedule an appointment. Email registration at shufsd.org or go online to book an appointment on the central registration page.

During the registration process you will provide us with your contact information. It is imperative that you update us if that information changes. For address changes, please contact our registration office (631) 812-3180 or email registration at shufsd.org.

To update your phone or email information, please use the *Parent Portal* on the district website or you can call (631) 812-3061 for assistance.

ATTENDANCE

Regular attendance and punctuality are both important to all children from the very first day in kindergarten. The earlier a child learns that school is important, the more satisfactory his/her growth will be.

Please call the main office of your child's school if he/she will be absent on any day. Written explanation of the cause of absence or the nature of the illness is required from parent/guardian as these must be recorded and filed.

KINDERGARTEN SCREENING

By law, all school districts are required to screen all new entrants in order to determine those students who may possibly be gifted or who may possibly have handicapping conditions.

The kindergarten screening is designed to obtain preliminary information in the following areas:

Concept Development
Language Development
Motor Development

A developmental screening test is administered individually to each student.

Concept Development:

Tasks of a verbal and nonverbal nature are presented. Assesses knowledge of basic concepts such as counting and colors.

Language Development:

The child's ability to understand and process spoken language is assessed, as well as the ability to remember meaningful verbal information.

Motor Development:

The ability to move freely in the environment and be able to manipulate objects is examined in this area. Tasks measure both gross and fine motor ability, as well as balance. The results of the screening are reviewed individually with your child's kindergarten teacher in conjunction with the building's school psychologist. Your child's teacher or the school psychologist may best answer any questions you have regarding the screening.

PARENT/GUARDIAN INFORMATION

The education of your child is a joint venture between you and the school. Together we can accomplish the goal of offering your child and all children a quality education. To reach this objective, a more complete understanding of your child's progress and our educational program is necessary. An opportunity to meet with your child's teacher is made available through parent-teacher conferences.

Your child's teacher will share with you:

- A report of your child's academic, social and physical progress
- An evaluation of your child's potential as it relates to his/her success
- A description of the relative standing of your child within his/her own class
- A review of materials used in the school and specialized services available

You need to provide the teacher with information concerning:

- Your child's attitude toward school as reflected by his/her remarks and incidents mentioned at home
- Significant out-of-school experiences
- Relationships with members of the family and playmates
- Unusual interests, hobbies or activities

Parents/guardians and family members are critical partners, along with school district personnel, in the education of their children. Parents/guardians provide essential information to teachers and administrators and play an important role in decisions made about their children which can be a key to supporting high expectations for their children during their school years.

If your child is having difficulties in school, first talk to his or her teacher. South Huntington provides an array of supports for students within regular education such as psychological services, speech and language improvement services, curriculum and instructional modifications and Academic Intervention Services. If you suspect your child may have a disability which affects his or her learning, you can make a referral to the Committee on Special Education (CSE). Please contact your child's teacher, principal or school psychologist for information on the referral and evaluation process.

HEALTH SERVICES OFFERED TO YOUR CHILD

The school physician will:

- Provide a physical exam to students who have not had a physical examination by their own doctor. Any difficulties found during the exam will be referred to the parent/guardian for a re-check by their family physician.
- Act as a consultant and advisor to the school authorities in the development and administration of policies pertaining to health.

The school nurse will:

Administers medications to students only with written orders from doctor and written parental permission

- Assists in maintaining the first-aid program
- Considers the needs of each child in planning the health program
- Investigates health problems
- Screens each child for hearing deficits
- Screens each child for visual acuity
- Keeps an up-to-date health and immunization record card for each child in school

COMMUNICABLE DISEASE CONTROL

In order to prevent the spread of communicable diseases, the parent/guardian is advised to keep children at home when they show any of the following symptoms:

Fever	Skin rash	Headache
Coughing	Sore throat	Pain
Earache	Red or discharging eyes	Vomiting
Chills	Enlarged gland	Diarrhea

If any of the above symptoms are found in a child at school, the parent/guardian will be notified and the child will be sent home. Please keep emergency contact phone numbers up to date.

Remember to call the main office when your child is absent. When your child returns to school, he/she should bring a note from a physician or parent explaining the absence.

Please do not send your child back to school until they have been fever free for 24 hours without fever-reducing medications.

MEDICATIONS

All prescription and non-prescription (or over the counter) medications including topical creams, eye drops, etc., are not given in school unless it is absolutely necessary and then only with a written order from a doctor and a written request from the parent/guardian. The parent/guardian must bring medications to the school nurse. For your convenience, there is a comprehensive form available from your school nurse that explains the required procedure.

CELEBRATIONS

Countrywood and Oakwood Primary Centers encourage nutritional snacks and beverages for daily consumption. We try to encourage celebrations which include non-food items such as stickers, pencils, etc. Special occasions can also be celebrated with stories, crafts, and other student-centered activities. We ask that you not send candy or party bags to school for birthdays or holidays. Always check with your child's classroom teacher regarding his/her classroom celebration policy.

HEALTH HABITS

As you know, good health habits begin at home. These habits must be started early in life and continued in order to keep your child strong and healthy. Working together, let us try to teach your child to:

- Eat regular well-balanced meals
- Avoid an atmosphere of strain and hurry by allowing ample time for dressing, eating, and getting to school
- Wash hands before eating and after going to the bathroom
- Keep hands and objects away from their mouth and nose

- Cough and sneeze into the inside of their elbow
- Cover any open cuts or wounds with a band aid
- Carry a tissue and use it properly
- Maintain an early bedtime in order to get at least eleven hours of sleep every night

SUGGESTIONS TO PARENT/GUARDIAN

As a parent/guardian you can:

- Talk about school as a pleasing experience
- Help your child develop independence by encouraging him/her to do things for him/herself (including using the bathroom independently)
- Enrich your child's background of experiences by taking him/her on simple trips to the zoo, farm, railroad station, firehouse, library, etc.
- Stimulate your child's creativity and imagination by supplying him/her with a variety of art materials
- Attend or participate in kindergarten activities when opportunities arise; children enjoy having their parent/guardian present on field trips, at parties, and programs
- Upon school entrance, submit to the teacher any information that will help them better understand your child: having advance information may help to prevent adjustment difficulties
- Inform the school nurse of any physical handicap or special health problem prior to your child's first day of school
- Join the Parent Teacher Association

Help your child to become self-reliant and feel secure by:

- Meeting his/her needs for affection and security
- Reading stories and listening attentively to the stories they like to tell
- Fostering independent use of the bathroom
- Teaching name, address, and telephone number
- Helping him/her develop courteous habits; e.g., saying *please*, *thank you* and *excuse me*
- Encouraging your child to value the rights and property of others
- Supervise the amounts and content of video games and television
- Avoiding stimulating programs, especially those that interfere with rest and outdoor play
- Attending kindergarten orientation in the spring and on the first day of school
- Showing your child his/her bus stop and teaching them about bus safety while boarding and riding the bus
- Warning them against taking rides or gifts from strangers

- Selecting outdoor wear that is easily fastened and unfastened by your child, and boots that are large enough to slip on and off with ease
- Teaching how to tie shoelaces
- Labeling each article of clothing, backpack, lunch box, etc. with child's full name

BUS SAFETY

To provide your child with a safe and enjoyable bus ride to and from school, please review the following basic rules with your child:

- Wait for the bus in a safe place
- Do not approach the bus until it is completely stopped
- Enter the bus in an orderly manner and take a seat immediately
- Follow all instructions given by the bus driver
- Buckle your seat belt and always remain in your seat while the bus is in motion
- Keep head and arms inside the bus at all times
- Keep aisles clear

PLEASE NOTE: Kindergarten children will not be released from the bus unless a parent or responsible adult is present at the bus stop to receive them. If a parent or adult is not present, the student will be returned to school. The school will then contact a parent to pick up their child at school. Detailed bus regulations are printed in the school calendar.

KINDERGARTEN CURRICULUM

Teaching and learning in kindergarten takes place in a student-centered, integrated learning environment that promotes inquiry. The curriculum supports New York State P-12 Learning Standards by providing young children with opportunities to:

- Build upon strengths, interests, and experiences
- Make connections between and among concepts and skills learned
- Transfer learning from subject to subject
- Make observations, investigations, and inferences
- Organize and make sense of learning experiences
- Recreate their own experiences and construct new ones
- Use a variety of materials and resources to extend learning
- Apply what they learn to make decisions and solve problems in everyday life

A kindergarten classroom typically includes students with a wide range of abilities who work towards attaining the curricular standards. Varied instructional strategies and materials are used to enhance learning, promote growth and development, and build self-confidence and independence. A balance is maintained between active and quiet learning experiences. Play is viewed positively and supported as an active learning process.

READING/LANGUAGE ARTS

Children enter kindergarten with a wide range of knowledge. In kindergarten all students begin to read, write and advance their existing skills through the New York State P-12 ELA Learning Standards.

The kindergarten curriculum map consists of a rich array of “read-aloud” stories, nonfiction and poems, combined with phonics, word recognition, fluency, and writing and language skills.

Our district believes that a balanced approach to literacy is essential to supporting young children with becoming proficient readers and writers. Students are exposed to lesson activities that incorporate kindergarten learning standards for listening, speaking, reading and writing. Students will listen to a wide variety of excellent literary and nonfiction texts, such as poems with strong rhythm and rhyme and informational texts. They will learn to retell and discuss what they have learned, putting events in order and explaining why they occurred.

Our kindergarten program puts a strong emphasis on phonics and phonemic awareness, which is an essential component to develop for children to learn and read. Students are taught letter names/sounds, sight words and beginning handwriting skills through the phonics program, Foundations. By the end of the year, students have learned to read and spell one-syllable regular words and recognize high frequency sight words.

Reading/Language Arts are integrated into the total kindergarten curriculum. This includes many multi-sensory opportunities. In this way these rich experiences help develop and enhance the child’s cognitive, physical, emotional and social growth.

MATHEMATICS

The kindergarten mathematics program is designed to align with the New York State P-12 Learning Standards for Mathematics. The kindergarten program focuses on two critical areas: Representing and comparing whole numbers and describing shapes and space. Kindergarteners begin their study of mathematics with a primary focus on counting and cardinality and numbers and operations. The second greatest focus for kindergarteners is on describing objects using geometric ideas. More mathematics learning time will be devoted to numbers than to other topics.

Students are currently instructed using Ready Classroom Mathematics, as well as a variety of supplementary materials. These resources provide interactive and visual learning to deepen conceptual understanding. They incorporate visual tools to help students become better problem

solvers, and they provide differentiated instruction to ensure success for every student. In addition, the teacher uses a wide variety of hands-on activities, manipulatives and literature to support student learning.

SCIENCE

Kindergarten students are by nature very curious and eager to explore everything in their environment. Appropriate experiences are provided in the kindergarten program which are rich in opportunities for children to see, hear, smell, taste, handle, investigate and explore the many facets of science. These opportunities will help the children form simple concepts about their physical world and lay the groundwork for later scientific learnings.

Kindergarten students participate in the elementary *Amplify Science* program, exploring scientific phenomena in the following units: Needs of Plants and Animals, Sunlight and Weather, and Pushes and Pulls.

SOCIAL STUDIES

The kindergarten social studies curriculum goal is to give children an understanding of the larger world they are moving into. Each child needs to be aware of their unique individuality and their place as part of the larger group. They need to be aware that as they constantly grow and change, so also does the world around them. All children need to learn to think and to develop a value system that will enable them to make intelligent choices that are right for both themselves and for the democratic society in which they live.

The specific curriculum is developed around concepts that deal with change, citizenship, culture, empathy, environment, identity, inter-dependence, nation and state, and technology. Each of these areas is integrated into the total curriculum through activities such as language experience, library and art, as well as through appropriate literature and picture books to teach the process of information gathering.

HEALTH

Classroom teachers address health objectives that focus on the essential knowledge and skills students need to know to be able to practice healthy behaviors. Students will be exposed to topics such as:

- Personal and Family Health
- Safety and Injury Prevention
- Nutrition and Physical Activity



The learning activities are designed to help students develop health-related skills, implement actions to achieve good health, celebrate healthy choices, take pride in their healthy choices and actions, and advocate for and support the healthy choices of their peers.

Our goal is to have students identify choices that are consistent with the values of their families and communities and to develop confidence in their personal choices.

COMPUTERS & CHROMEBOOKS

Kindergarten students are provided with Chromebooks and enjoy using other technical tools to develop their literacy foundations. During the year, they gain confidence in themselves and their ability to use technology for the purpose of learning. The students start to develop keyboarding and gain familiarity with academic computer programs.

The software applications used by kindergarten students include an introduction to keyboarding and word processing for letter recognition and writing. Assorted multimedia software, including i-Ready online learning, is introduced to reinforce beginning reading strategies, and to develop math, drawing, critical thinking and visual memory skills. The classroom teacher introduces the Internet as an informational and activity resource to support the kindergarten curriculum.

ART

The kindergarten art program is an integral facet of the total curriculum. Through practicing and viewing art the kindergarten child becomes aware of his/her environment, and develops a personal connection to human history and life. At this young age, through art experiences, students learn to appreciate being unique and develop an appreciation for the unique abilities of others.

The art curriculum emphasizes a child's intuition and perception, while building the footings for a healthy self-esteem. Directed projects encourage exploration, discovery, and creative problem solving. The children use a wide variety of art materials to express their ideas both verbally and visually. This important interaction helps the young artist with beginning reading and language arts skills, as well as strengthening fine motor skills and eye-hand coordination. In an atmosphere of cooperation and success, the curriculum helps the student realize the joy of art creation.

MUSIC

Young children are musicians by nature. They hum as they work, they chant as they play, and they respond instinctively with their entire body to the music they hear. Music is best learned through experience. Children are given the opportunity to experience music through singing, moving, chanting, listening and playing instruments. Collaborations between the classroom teacher and the music teacher allow for the reinforcement of materials learned in class through musical expression. Children are given the opportunity to create and improvise with the knowledge that they can never be "wrong" in music.

Children perform before a live audience in concerts and musicals. These live performances are an excellent venue for teaching cooperation and teamwork, as well as building self-confidence. Children are able to develop a love of music through a variety of multi-sensory activities.

PHYSICAL EDUCATION

The young child's need to be active is expressed through physical behavior. Many experiences and activities that make use of all the child's muscles provide the opportunity to discover the power and strength of one's own body. It is important to the child's health and physical development that he/she engages in physical activities. As the skills of physical coordination develop, the child grows in physical ability, self-confidence and self-awareness.

The close relationship between the physical development of the young child and the learning process has been well established. Physical activities provide children with opportunities that stimulate imagination, curiosity, concentration, physical skills and social contacts.

PHYSICAL EDUCATION AND RECESS FOOTWEAR

For safety purposes, it is important that all students wear appropriate footwear for both physical education classes indoor and outdoor, as well as recess periods. For physical education, children must wear sneakers, and laced sneakers are strongly recommended. For recess, children must wear rubber-soled shoes for participation on playground equipment and sneakers if in the gym. At recess, students without appropriate footwear will be involved in an activity that does not include running.

LIBRARY

The library program is a very important aspect of the kindergarten curriculum. The library is the link between children's spoken and written language, and their interest in choosing books on their own. The excitement and motivation for reading, begun at home and continued at school, is complete when children can exchange books in the library. This program begins the process of teaching children how to seek and find information on any subject that interests them.

KINDERGARTEN SPECIALIZED PROGRAMS

There are several unique and specialized programs and services available to kindergarten students in South Huntington schools.

- These include:
- Academic Intervention Services (A.I.S.)
 - Dual Language Program
 - English as a New Language (ENL) Program
 - Speech Improvement Services (SIP)

Following are descriptions of each of these programs.

KINDERGARTEN ACADEMIC INTERVENTION SERVICES (AIS)

As per New York State regulations, the district assesses and identifies students who are at risk of not achieving the learning standards prescribed for kindergarten at mid-year. These students receive additional English language arts lessons to supplement their regular classroom instruction. Instruction is delivered by certified reading teachers who work with the children to improve their skills. Students may also receive AIS Math services to help build their mathematical skills. Parents are notified in writing when children are identified for this service. Recommendations for the following year are also communicated at the conclusion of the kindergarten program.

DUAL LANGUAGE PROGRAM

The South Huntington school district employs a unique model of bilingual instruction, which fulfills Part 154 regulations, while simultaneously providing new language learning enhanced growth opportunities to the overall student population. To this end, we offer a Dual Language model, which immerses English Language Learners (ELL) and English proficient students in either a side-by-side or stand-alone classroom for content instruction, which is delivered in both English and Spanish. Our current model addresses the mandated service needs for our English Language Learners, while simultaneously including as many English proficient student volunteers as possible. This formula is designed to be inclusive and provide as many English proficient students as possible with the ability to participate as long as certified bilingual staff is available.

A lottery will be conducted each year for the purposes of generating a list of interested English proficient students. The goal will be to accommodate all of the interested program candidates and lottery list numbers will only be used if certified staffing constraints require program limitations.

The Dual Language class setting provides the complete New York State grade level curricular program in English and in Spanish. The six-year program sequence begins in kindergarten, and the goals are to support students in the attainment of high levels of academic achievement, bilingual and bi-literacy skills, and multicultural competence.

ENGLISH AS A NEW LANGUAGE (ENL)

The South Huntington School District serves a culturally and linguistically diverse community. Our English language learners come from over thirty different countries and speak over twenty languages.

In compliance with New York State requirements, South Huntington Union Free School District follows an identification process with each student who registers in our schools, to determine if the student is an English Language Learner. This process includes the administration of a Home Language Questionnaire, an individual interview and the *New York State Identification Test for English Language Learners (NYSITELL)*, when appropriate.

Students who are identified as English Language Learners are enrolled in one of our ELL programs that support the child's language development as he/she learns the grade-level core curriculum:

ENL (English) or Dual Language (bilingual English/Spanish). Participation in the English as a New Language or in the Dual Language Program will not restrict the student's access to extracurricular activities offered in South Huntington, and will provide the language support needed for school success. Parents can learn more about the program by visiting the district website at www.shufsd.org.

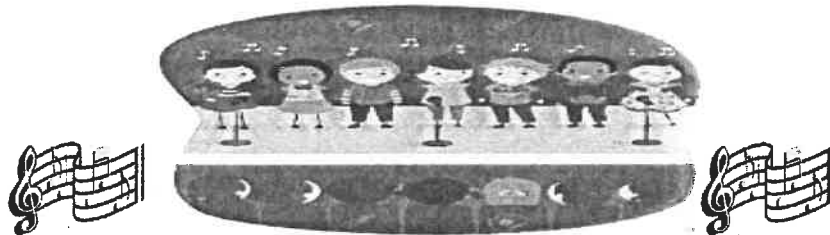
SPEECH SERVICES

Part of the kindergarten screening mandated by New York State includes a screening for expressive/receptive language and hearing skills. The school nurse conducts the hearing screening and will contact parents if a student fails the screening. An educational team completes the Development Screening Test for all entering kindergarten students.

The Building Educational Support Team (BEST) will determine whether a student needs to be recommended for referral to the Committee on Special Education for a complete evaluation. The parents are notified and permission to conduct a CSE evaluation is requested. Written parental consent to test is required. In the event the parent does not grant consent for an initial evaluation, the referral process ends and no testing will be done. The initial CSE evaluation must be completed within 30 days of receiving parental consent to test. The CSE will review the evaluation to determine if the student has a communication disorder that is adversely affecting his/her educational performance, and what level of services would meet his/her needs.

For students who are not found eligible through CSE, the school district may authorize Speech Improvement services (SIP) for students who present with mild articulation, voice and/or fluency problems. Students are typically seen in a small group setting once or twice weekly.

AFTER SCHOOL K-2 MUSICAL THEATER PROGRAM



South Huntington offers a unique chance for students to experience a broad spectrum of the arts in our primary schools. Kindergarten students can participate and explore the world of musical theater through a variety of theatrical activities. The program provides performing arts opportunities that allow students to use their imagination, enhance their creativity, build self-confidence, encourage risk-taking, and learn how to work cooperatively in a group production.

EMERGENCY CLOSING OF SCHOOLS

If it is necessary to close schools because of inclement weather or other emergency conditions, a Parent Square notification phone call will be initiated to advise parents/guardians and staff of the district's intent. Information will also be available on the district's website at www.shufsd.org. Please provide the school with updated contact information throughout the year.

The following TV stations also display the status of our district:

NEWS 12 (Cablevision)
WNBC-TV
FiOS1 (Verizon)

DELAYED SCHOOL OPENINGS

South Huntington uses a delayed school opening procedure. On inclement weather days, when it would appear that a delayed opening would allow us to transport and receive your children safely, schools will open two (2) hours later than the normal starting time. Transportation of students to school will follow the same delayed schedule. All early morning programs will be cancelled, as well as Countrywood and Oakwood before-care programs. **The school day will end at the regular time, and transportation home will follow the regular schedule.** A Parent Square notification phone call will be initiated to advise parents/guardians and staff of the district's intent. Information will also be available on the district's website at www.shufsd.org. Please provide the school with updated contact information throughout the year.

EMERGENCY EARLY DISMISSAL PROCEDURE

Under extreme circumstances, such as sudden and severe weather conditions, a district-wide early dismissal may be initiated. A Parent Square notification phone call will be initiated to advise parents/guardians and staff of the district's intent. Information will also be available on the district's website at www.shufsd.org. Please provide the school with updated contact information throughout the year.

In this event, the Emergency Dismissal Bus Schedule will be as follows:

Walt Whitman High School: 11 a.m.
Birchwood and Maplewood: 12 p.m.
Silas Wood and Stimson Middle School: 12 p.m.
Oakwood and Countrywood: 1:15 p.m.

Kindergarten through fifth-grade students will require a parent/guardian or designated individual present at the bus stop, or the student will be returned to the school. Please complete the tear-off form that is available on the website and return it to the classroom teacher on the first day of school. Each child will require a separate form.

Please note: All District, BOCES activities and YMCA aftercare will be cancelled.

Child Abuse Reporting
Access the NYS Office of Children and Family Services at
<http://www.ocfs.ny.gov/main/cps>

**Do You Suspect Abuse or Maltreatment?
Report it Now!**

Call Statewide Toll Free Telephone Number:
1-800-342-3720

If you are deaf or hard of hearing, call TDD/TTY at
1-800-638-5163

Or have your Video Relay System provider call
1-800-342-3720

If you believe that a child is in **immediate danger**,
Call **911** or your local police department.