

SUMMIT ACADEMY



PARENT HANDBOOK

(Revised 8/25/11)

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Summit's History

Summit is a private, not for profit organization approved by the New York State Education Department, New York State Department of Health and New York State Office of Mental Retardation and Developmental Disabilities to provide educational and therapeutic services to children with learning, communication and behavioral challenges.

In 1973, Nancy Harris, founder and Executive Director until 1995, was interested in expanding the speech and language skills of her son who was born with a severe hearing loss. She believed strongly that children with communication disorders could best develop meaningful speech and language during their everyday experiences - by touching, feeling, tasting, exploring and communicating about everything in their environment. She developed such a program in the kitchen of her home for her son and three other children.

In 1977, The Language Development Program (LDP), as Summit was originally known, was incorporated as a not-for-profit agency and was approved by the New York State Education Department to provide special services to preschool children with speech, language, and hearing disabilities. In 1978, after moves to several different locations in the Tonawanda area, LDP started operating from leased space in the former Brighton Elementary School Building on Fries Road in the Town of Tonawanda.

In 1980, LDP opened a Developmental Evaluation Center offering multidisciplinary evaluations for children from birth to age 5. As the need for services to children increased, LDP leased space in the former Green Acres Elementary School in Kenmore in 1983. As of 1987, LDP had a staff of 172 employees serving 375 children from 27 school districts and five WNY counties.

LDP developed a multicultural program in 1988 in the basement of the Lafayette Presbyterian Church in Buffalo. This program served children with developmental disabilities whose primary language was Spanish. Currently, these students are served through collaboration with Head Start at its Holy Cross location in the city of Buffalo.

LDP expanded services to young children again in 1989 by offering occupational therapy, physical therapy, speech therapy, and special education services. These services continue to be provided by our Early Childhood Outreach staff in homes, childcare centers, and nursery schools throughout WNY.

In 1990, services were expanded again to include infants and toddlers and their families through the Department of Health's Early Intervention Program. A preschool program was established at the SUNY Buffalo South Campus in 1990 in collaboration with Head Start which continued through 2009.

Facing personal health concerns, Nancy Harris retired in 1995 and was succeeded by Stephen R. Anderson, Ph.D., who joined LDP as Executive Director from the May Institute in Massachusetts. Dr. Anderson, a national expert on autism with a strong background in Applied Behavior Analysis, began immediately implementing teaching procedures throughout Summit based on evidence-based practice. In 1997, Summit's Early Autism Program, the only program of its kind in WNY, began offering intensive home-based instruction for preschoolers with a diagnosis of autism.

In 1998, the NY State Office of Mental Retardation and Developmental Disabilities (OMRDD) approved Summit to provide a range of Medicaid waiver services including service coordination and respite to families. By 2009, these services expanded to include Summit Adventures, an afterschool, program; and Summit Expeditions, an evening and weekend respite program. Additional services include parent training programs and in-home behavioral support.

A focus on applied research began in 1998 with the introduction of "Connections," a summer treatment program for children with Asperger's Syndrome. Since then, Summit has received more than \$3 million in grant funding to support research related to autism treatment.

Because the nature of the services to children and families had changed significantly since the agency was started, the Board of Directors changed the agency's name from LDP to Summit Educational Resources in fall 1999.

In 2000, Summit was approved by NY State Education Department to provide services for students ages 17-21. In support of that program, a satellite location was leased in 2003 on Hazelwood Drive in Amherst. In fall 2009, the program moved to a permanent home on Creekside Drive in Amherst. This state-of-the-art facility offers an improved learning environment for approximately 70 students with additional undeveloped space for future program expansion.

In 2005, Summit completed construction of a new, \$7.5 million school on Stahl Road in Amherst. This building houses classes for students ages 3 through 16 who formerly attended school at the Fries Road and Green Acres locations as well as administrative offices and the Early Childhood Outreach Division. In 2007, Summit acquired additional space on North French Road in Amherst to house the growing Family Support Services Division.

Today Summit serves more than 1,700 children annually from birth to 21 years from more than 40 school districts and all eight Western New York counties. Summit's team of 500 employees helps children with communication delays and disorders, autism, behavioral challenges, hearing impairment, traumatic head injury and other disabilities.

Updated: 8/2011

OUR VISION

Every child with a disability will achieve a full and productive life.

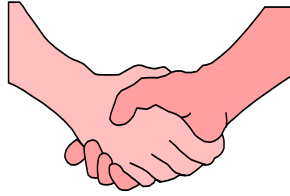
MISSION STATEMENT

To prepare children and young adults with developmental disabilities for life success.

VALUES

Collaboration, Optimism, Adaptability, Accountability, Respect

Parents as Partners



Parents are expected to:

1. Send their children to school ready to participate (well rested and nourished).
2. Ensure that their child attends school daily.
3. Ensure that their child is neatly dressed and well groomed.
4. Adhere to Summit's Code of Conduct.
5. Communicate regularly with the classroom team regarding changes in their child's diet, medication and health.
6. Build good relationships with classroom team members.
7. Inform us of any home situations that may affect your child's performance.
8. Send in fully-charged Augmentative Communication Devices on a daily basis (if applicable).

Summit Academy Principal, Chief Clinical Director, Assistant Principals, Coordinators, Teachers, and Support Staff pledge to:

1. Consistently communicate with you about your child's progress.
2. Maintain a professional climate built on mutual respect and trust.
3. Build a good relationship with you and your child.
4. Ensure that annual objectives are monitored and worked on during the course of the year.

Important Phone Numbers

Contacting Summit Academy

E-Mail: info@summitted.org

Web Page: www.summitted.org

Reception Desk: (716) 629-3400

Health Office: (716) 629-3460

Transportation: (716) 629-3439

Summit Academy Office

150 Stahl Road, Getzville, NY 14068

Janet L. Ide, Principal: (716) 629-3477

Vicki Madaus Knapp, Ph.D. BCBA - Chief Clinical Director: (716) 629-3449

Jackie Doran, Program Assistant: (716) 629-3433

Office Fax: (716) 629-3497

Creekside Site

165 Creekside Drive

Amherst, NY 14228

Phone: (716) 810-7700

Joan Fimble, Academy Clerical

Phone: (716) 810-7701

Fax: (716) 810-7799

Holy Cross Site

150 Maryland Street

Buffalo, New York 14201

Phone: (716) 852-8373

Fax: (716) 854-7046

Bethel Site

Harlem Road Center

4255 Harlem Road

Amherst NY 14226

Phone: (716) 839-3507

Fax: (716) 839-5121

Spanish Speaking Contact- Holy Cross

Parent Partner –Betsy Tirado Cell 713-0648

Visitors to the School

All visitors are required to sign in at the Reception Desk and get a visitor pass. The visitor pass must be worn at all times while visiting our school.



Parent/Guardian Sign-In, Pick-Up, and Drop-Off

Please drop your child off at the designated areas listed below, depending on which site your child attends.



Summit Academy:

Preschool: Enter the parking lot off Stahl Road and park in the designated area near the *Discovery Kids* entrance. A classroom team member will bring your child to his/her classroom.

School-Age: Enter the parking lot off Stahl Road and park near the main entrance. Bring your child to the *Reception Desk* inside the main entrance. A classroom team member will then be called to bring your child to his/her classroom.



Students at our **Creekside** site should be brought directly to the reception area.



Drop-off at our **Preschool Satellites** is in the Main Office. A team member will then take your child to his/her classroom.

Late Drop Off / Early Pick Up – School Age and Preschool

Stahl Road Location: If you are late dropping off your child, please go to Stahl Road Main Entrance Reception Desk and a classroom team member will be notified to come take your child to his/her classroom. Similarly, if you need to pick-up your child before the regular dismissal time, please go to the Reception Desk where you will need to produce photo identification and fill out a release form.

If you attempt to enter at any other door, Summit staff will direct you to the Main entrance. These measures will help to ensure the safety and security of the students in our building.

Behavior Management Strategies

Summit Academy staff treat every student with respect. We focus on effective proactive strategies to address behavioral concerns that interfere with or impede learning. All Summit Academy classrooms follow a Classroom Behavior Plan (CBP) which lists the rules or behaviors that are expected at Summit, including, but not limited to, keeping hands and feet to yourself, staying in your area, and using a quiet voice. Minor challenging behaviors are typically addressed by ignoring the behavior and/or redirecting the student to an appropriate activity, or by providing simple verbal reminders of rules and expectations that apply to the situation at hand.

If a challenging behavior develops and is not responsive to the CBP, Summit staff (with parent involvement) will place a referral to the CPSE or CSE to complete a careful assessment of the problem (called a Functional Behavioral Assessment, or FBA). The FBA will provide information about why the challenging behaviors occur. When the challenging behavior is severe and the function is not made apparent by other less restrictive methods of assessment, Summit staff may conduct a more in-depth and direct analysis of the variables that maintain the challenging behavior. This type of assessment is called a Functional Analysis or FA. When a Functional Analysis is being planned, additional parental or guardian consent will be requested. Following assessment we will return to committee to determine whether a Behavior Intervention Plan (BIP) needs to be developed to address the challenging behavior(s). The BIP includes strategies to prevent the behavior (such as keeping the student engaged), a plan to teach alternative or replacement behaviors (such as a way of communicating when he or she needs help), a plan to reward the student for appropriate behavior, and the identification of a consistent consequence when the challenging behavior occurs. The consequence is determined individually for each student and may range from simply redirecting the student to an appropriate activity to more restrictive techniques such as removing the student from the classroom.

Behavior Management Strategies Continued

Emergency crisis procedures may be used to restore and/or maintain safety anytime a student's behavior places the student or other at risk of harm or injury. Summit uses two crisis management approaches that have been developed by the New York State Office of Mental Retardation and Developmental Disabilities (OMRDD): (1) *Strategies for Crisis Intervention and Prevention Revised (SCIP-R)* and (2) *Help, Understanding, Guidance and Support for Preschoolers (HUGS)* (for children under age 5). As a member of the Western New York SCIP-R Network, Summit trains and monitors all direct care staff and supervisors in the appropriate use of these techniques.

Both SCIP-R and HUGS emphasize proactive strategies that staff use to encourage and support positive behaviors. Understanding that behavior is a form of communication and helping the student to learn how to control his/her behavior are important parts of both approaches. Staff are also taught Physical Intervention Techniques (PITS) that may be used to ensure the safety of the students and staff. SCIP-R and HUGS techniques include ways to successfully escort the student and various methods of physical containment or restraint. In the most extraordinary circumstances, a student may be removed from the classroom and escorted to one of our timeout rooms (small rooms devoid of toys and materials that provide a safe setting for a student to gain control before returning to the classroom). Unless part of an approved Behavior Intervention Plan (BIP), timeout and restrictive physical restraint methods are procedures used as a last resort where the safety of students and staff cannot be assured in any other manner. All physical restraint techniques are closely monitored and documented (see Student Rights) to ensure that they are used appropriately and sparingly. Your child's classroom staff will notify you when Physical Intervention Techniques (PITs) are used.

Code of Conduct

Summit Academy has a student code of conduct that outlines expectations for student and staff behavior. You may access the parent summary by clicking on the link titled "Code of Conduct" at our website, www.summited.org.

Student Rights

Student Safety

Summit is committed to ensuring that our students learn in a safe environment. All Summit employees are required to report any situation or action they observe that may harm or be potentially harmful to a student. Summit has a formal process for reviewing incidents or student safety concerns, including any allegation of abuse. Appropriate action will be taken to ensure student safety at all times.

If you would like more information regarding Summit's process for reviewing incidents you may contact either Summit Academy, Principal (629-3477) or Summit Educational Resources, QA/Corporate Compliance Officer (629-3469).

Child Protective Services

Summit staff are required under New York State Law to report any suspicion of child abuse or neglect to the proper authorities. This does not mean the allegation has been proven, but that it is suspected.

Incident Management System

Summit Educational Resources seeks to protect the health and safety of both students and staff. The incident management system is designed to delineate roles and responsibilities, and assure timely reporting, documentation, tracking, review and analysis of incidents involving recipients of services from Summit. In addition, Summit promotes the development of proactive interventions to reduce the probability of future incidents.

An incident is defined as any event that may have an adverse effect on the health, life, safety or welfare of any person receiving services provided by Summit. Events of a more serious nature, such as student injuries requiring more than First Aid treatment and allegations of abuse or neglect, will be investigated and reviewed by the Special Review Committee.

It is the responsibility of all Summit Academy staff, consultants, volunteers and other care providers to be familiar with and adhere to policies and procedures for responding to and reporting injuries and incidents involving service recipients. Failure to do so may result in disciplinary action.

For further information regarding the Incident Management System, please contact a supervisor or Summit's Quality Assurance staff.

Corporate Compliance

If you observe or become aware of any staff engaging in any unethical or fraudulent behavior, including, but not limited to falsification of billing forms for related services (OT, PT, and speech) and use of agency property for personal use, please contact the Corporate Compliance Officer for Summit, Colleen Gough at 629-3469 or call the confidential hotline at 629-3456.

Human Rights Committee

The Human Rights Committee (HRC) at Summit Educational Resources was established to help ensure the safety and well being of our students. Summit Academy requires that all Behavioral Intervention Plans containing restrictive Personal Intervention Techniques (PIT) be reviewed and approved by the HRC. Research proposals as well as policies and procedures that could be viewed as including a restrictive component are also brought before the HRC.

The Human Rights Committee is a diverse committee including representatives from a wide variety of areas. Membership includes representatives from Summit's administrative staff, school nurse, and other professional staff. Other members include a parent representative, an attorney, and a licensed psychologist.

Human Rights Committee meetings are held quarterly and as needed throughout the year. Data collected on the use of Personal Intervention Techniques (PIT) are monitored and reviewed at each meeting. Recommendations regarding any trends and changes in frequency are then discussed. A goal of the HRC is to help reduce the frequency of restrictive interventions.

Cameras in the Classroom

Summit Academy has installed cameras in all classrooms. If you wish to schedule an observation by camera, contact the Assistant Principal.

Confidentiality of Student Information

Summit maintains confidentiality of all student records. Summit will seek your consent to authorize email communication that may include personally identifiable information concerning our student without the use of encryption. Your student's teacher will contact you with a permission form.

Research

At Summit we study and evaluate the educational and clinical procedures we use to ensure that our students are making progress. Sometimes the systematic evaluation of procedures results in the collection of useful information that we would like to share with professionals and parents of children with disabilities who are not associated with Summit. All research completed within Summit Academy is overseen by our Research Committee. It is the job of this committee to ensure that your child's rights are protected, that you agree to your child's participation in advance, and that any information collected is shared with other people in an appropriate manner.

Research *(continued)*

There are three types of research completed at Summit Academy: 1. measures of general program effectiveness or program evaluation data (e.g. What percentage of students are making progress on their individualized goals and objectives in a given school year); 2. measures of large-scale assessment and intervention programs (e.g., large groups of students' progress on a social skills program); and 3. measures of small-scale assessment and intervention programs (e.g. best practices in identifying rewards that will serve to motivate a student). All obtained student information, data, and results are coded so that people who view the data cannot link any information to a particular child during public presentation or dissemination. Your child participates in the measures of general program effectiveness as a student of Summit Academy. As mentioned previously, we will directly ask you if it is OK for your child to participate in other large or small-scale projects. You may choose to either accept or decline your child's participation in the large and small projects. Your decision to decline our request will not negatively affect your child's access to other services at Summit.

If you have any questions about this process, please contact our Research Coordinator, Dr. Jennifer Toomey (629-3400 ext. 1842) or the Chief Clinical Director, Dr. Vicki Knapp (629-3449).

Institutional Review Board

The Institutional Review Board (IRB) was established to review all research conducted at Summit. The purpose of the IRB is to determine if the research being proposed is both scientifically sound and ethically responsible. The IRB ensures that research proposals do not unnecessarily expose participants to risk and that unavoidable risks are minimal in relation to the anticipated benefits of the research study.

The IRB is also responsible for obtaining informed consent from participants, and/or their parents or legal guardians. As a parent or a legal guardian, you have the right to accept or decline to have your child participate in proposed research studies. Your decision to accept or decline will not affect your child's relationship with Summit, and will have no bearing on access to other services provided through Summit.

SUMMIT EDUCATIONAL RESOURCES
150 Stahl Road
Getzville, New York 14068
(716) 629-3400

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day Summit receives a request for access.

Parents or eligible students should submit to a Summit Administrator (School Principal or Program Director) a written request that identifies the record(s) they wish to inspect. The Summit Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask Summit to amend a record that they believe is inaccurate. They should write the Summit Administrator and clearly identify the part of the record they want changed, and specify why it should be changed. If Summit decides not to amend the record as requested by the parent or eligible student, Summit will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Summit has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Summit discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Summit to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901



Student Dress Code



We expect students to be neat, clean and well groomed for their school day.

Clothing

- Student shirts must have sleeves or, in warm weather, have straps that are at least 2 inches in width.
- Pants must be worn at the waist (i.e., no sagging pants).
- Shirts must overlap pants or be tucked into pants.
- Shorts and skirts must be of mid-thigh length.
- Clothing must not contain graphics or words/slogans that are suggestive, promote violence or are denigrating to others.
- Hats are not to be worn in the school building during school hours unless required for medical or religious purposes.

Shoes

- Students are asked to wear non-skid athletic or rubber soled shoes to school. This type of footwear is required for safety reasons and for use during physical education or other gross motor activities. If other types of footwear are worn to school, we require that a pair of non-skid athletic shoes are either brought to or kept at school for students to change into daily.
- Backless shoes are **NOT** allowed (e.g. flip-flops, slip-ons).
- Boots or shoes with reinforced metal toes are prohibited for safety reasons. If a student's snow boots are reinforced in this manner, students will be required to change into an alternate approved type of footwear during the school day.

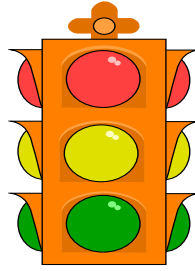
Physical Education

- Students of middle and secondary school ages may be required to bring a T-shirt to school for use during gym class. If required to do so by your child's classroom teacher, please remember to label the T-shirt with the student's name.
- All students are required to wear non-skid athletic shoes in gym class.

Changes of Clothing

- For students who may require a change in clothing, (e.g. toileting accidents) we ask that parents send in an additional set of clothing. All clothing should be clearly labeled with your child's name and classroom number. Classroom teachers may require a change of clothing for your child.

Transportation



Preschool Students: Transportation for your child is initially setup through Summit Educational Resources by providing pertinent information (i.e., school/site location, emergency contacts, etc.) to the appropriate county contact. The bus transporter that will handle your child's needs will be assigned by the county, according to what school district your child resides in. It is the parent's responsibility to contact their child's transporter when their child will be absent from school.

Note: Although parents/guardians may transport their child to and from school at a reimbursement rate provided by the county of residence, districts are required to list "parent transport" on the IEP. If you choose to transport your child, please confirm with your school district that "parent transport" is on the IEP. A CPSE meeting will need to be held to ensure reimbursement if IEP does not state "parent transport" .

School-Age Students: Your child's School District will arrange all initial transportation and will make any changes necessary during the school year. It is the parent's responsibility to contact their child's transporter when their child is absent from school, dropped off or picked up by anyone other than the transporter, and when there is an address change.

Summit Transportation Contacts

- **Summit Academy Clerical: 629-3439** - For students attending our main building (Stahl Road location) and the following Satellites: Creekside
- **Summit's Parent Partner: Betsy Tirado 713-0648 (cell)** - For Holy Cross and Bethel students



Student Identification Tags

It is necessary that the student identification tag that was provided in the Summer or Fall Placement Packet accompany your child during the first week of school. This can be worn or tied onto your child's bookbag.

For Preschool Students: Per request of the County and the transporters, during the beginning of the Fall school program, your child will be receiving an additional identification tag that will include pertinent emergency information as well as your child's photo. This information will be placed in a vinyl pocket holder and secured onto your child's bookbag.

For School-Age Students: The teacher will be attaching a photo of your child onto the original student identification tag that was included in the placement packet. This identification tag will then be placed in a vinyl pocket holder and secured onto your child's bookbag.

Field Trips

We strive to provide opportunities for students to generalize skills in community settings, therefore field trips may be scheduled periodically throughout the year. Field trips are scheduled at the program's discretion and students must meet criteria for safety before being allowed to participate.

Conferences/Communication

Home-School Communication

Communication between home and school is an essential part of your child's program. You will be able to work with your child's teacher to individualize the home-school communication log to assure it contains the information that is most helpful for you and for your child's teacher. Your child's teacher will contact you early in the school year to set up a communication system. If at anytime the communication system is not meeting your needs you are encouraged to let your teacher know.

Summit Academy classroom standards encourage strongly home-school communication. Along with daily communication notes, phone calls and conferences, Summit Academy teachers are encouraged to schedule home visits. Home visits are an opportunity to strengthen our teachers understanding of your child and your families needs. Your child's teacher will contact you directly to schedule a home visit. You are also encouraged to let your child's teacher know that you are interested in scheduling a home visit.

Each classroom also provides a monthly newsletter that will inform you of classroom activities.

Student report cards are sent home on a quarterly basis. Parents are always welcome to contact their child's teacher to arrange a parent-teacher conference.

On an annual basis, Summit Academy schedules an opportunity to meet with your child's transdisciplinary team to discuss your child's Individual Educational Plan (IEP) goals/objectives and program needs for the upcoming year. Beginning at age 14 and continuing each year, Measurable Post-Secondary Goals for your child (which are included on your child's IEP) are also discussed. **You are an integral part of this planning process.** We strongly recommended that you plan to attend this most important meeting for your child. This meeting will always precede your annual review meeting with your school district.

Phone calls will be put through to the classrooms between 8:00-8:45 and 3:00-3:30. At all other times, only emergency calls will be forwarded to the classroom directly. All other calls will be transferred to voice mail. The classroom team will get back to you as soon as they are able.

Breakfast/Lunch Program

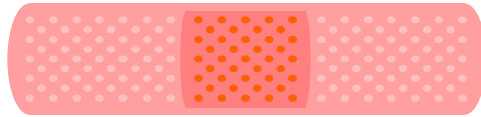
A breakfast program is available (Stahl Road and Creekside locations) for all school-age and preschool students (a.m. and full-day). Those families that do not qualify for free or reduced breakfast may purchase breakfast for their child.

A lunch program is available (Stahl Road and Creekside locations) for school-age and all-day preschool students during the 10-month school year. Those families that do not qualify for our free or reduced lunch program may purchase lunch for their child. Menus are sent home monthly. If you choose not to take part in our lunch program and will be sending a lunch for your child, please follow the guidelines listed below:

- Do not send in foods that need to be cooked or heated. You may use insulated containers, following the manufacturer's instructions, to keep food hot for your child's lunch.
- Do not send in foods that need preparation before they can be eaten.
- We, of course, encourage that you send nutritious, well-balanced meals in for your child. If you would like to send in a preheated food, please use insulated containers to maintain heat until lunch time.

During the summer months: Our lunch program is a yearly decision of the Williamsville School District. Parents will be notified via Child/Parent Packet information. If the lunch program is not available, all Students are asked to bring in a "bag lunch". Milk will be provided. Lunches should not require preparation or cooking. It is advisable to package perishable foods in insulated containers.

Health Office



Attendance Policy

Parents/Guardians are asked to call the **Health Office** if their child will be absent from school (**629-3460**). When a student returns to school after an absence, a written explanation **MUST** be sent with the student. New York State Education Law requires that students attend school every day it is in session unless they are legally excused. A written excuse must be received within one week or the absence will be considered unexcused (or illegal).

Excused (legal) absences include:

- Personal Illness
- Illness or death in the family
- Medical appointments
- Religious observance
- Required court appearances
- Impassable roads or weather
- Late bus
- Quarantine
- Approved programs or alternate schooling

An absence for any other reason (vacation, camp, etc.), is considered unexcused (or illegal). A total of all absences will appear on your child's progress report, and will be sent to your district. Any student who arrives after 9:45 a.m. will be considered tardy. Any student who arrives at school after 11:30 a.m. will be considered absent for the day. A written excuse will be required for any student who is tardy, as well as for any student departing early from school.

Health Office Cont'd

1. **Physical Examinations:** Summit requires a yearly physical examination and update of immunizations. The *Health Form* is required yearly. We also request that a lead screening report (preschool) and a dental health certificate be on file at school.
2. **Screenings:** As mandated by state education law, students receive yearly height/weight/blood pressure, vision, hearing, and depending on age, scoliosis screening at school. A student's BMI (Body Mass Index) will also be calculated yearly (a measure of body fat based on height, weight, and age).
3. **Medications:** In accordance with medical law and strict guidelines established by the State of New York, specific regulations are in effect for the administration of medications in school:
 - The school nurse must have written permission from the student's doctor and from the parent or guardian in order to administer any medication (prescription or non-prescription).
 - According to New York State guidelines, all over-the-counter medications or preparations (such as sunscreen, analgesics, vitamins, dietary supplements, ointments, lactaid, etc.) can only be administered or applied at school with written permission from the doctor and the parent or guardian.
 - All medications must be brought into school in a container prepared by a pharmacy, or the original over the counter medication bottle.
 - Medication orders must be renewed annually, or when there is a change in medication or dosage.
 - All medications must be kept in a locked, secure cabinet in the Health Office.
 - Medications can be administered only by a RN.

Health Office Cont'd

ILLNESS

In an effort to ensure good health to all the students in our program, we are asking your help in observing certain health measures.

Below are guidelines that you must follow when deciding if you should send your child to school:

Do not send your child to school when he/she has:

- a fever (temperature over 100°) – this includes a fever that requires control with medication (Tylenol, Motrin, etc.)
- diarrhea or has been vomiting (throws up) in the last 24 hrs.
- a rash that is contagious
- a rash and you do not know what it is
- suspected pink eye (conjunctivitis) – eye is red and a discharge is present
- any other contagious condition

Consider keeping your child home from school when he/she:

- has a severe cold and/or cough
- is unusually sleepy
- generally does not feel well, or does not act like he/she usually does

NOTE: If a student becomes ill or injured at school, a parent/guardian must be available to pick up their child, upon Health Office request. If a student shows signs of a contagious condition (such as pink eye, lice, chicken pox, etc.), the Health Office will also request that the student be picked up. If a parent or guardian is unable to do so, alternate arrangements for pick up must be made.

Health Office Cont'd

The following information is a guide to use when your child can return to school following an illness, communicable disease, etc.

IF YOUR CHILD HAS:

THEN KEEP HOME UNTIL:

Cold or Flu	24 hours illness free
Vomiting	24 hours illness free, and is eating again
Fever	24 hours fever free, and not receiving any medication to reduce the fever
Diarrhea	No diarrhea for 24 hours
Rash	Doctor's note may be required
Broken Bones, Sprains, etc.	Doctor's note required detailing restrictions
Hospitalization/Surgery, etc.	Doctor's note detailing restrictions
Chickenpox	6 days after rash breaks out, and when all lesions are scabbed over
Conjunctivitis (pink eye)	Can return 24 hours after the start of an antibiotic treatment
Fifth Disease	Can attend when he or she feels well enough
Hand Foot and Mouth Disease (coxsackie virus)	Can return to school when directed by MD
Head Lice	Can return to school after treatment
Impetigo	Can return 24 hours after the start of an antibiotic treatment
Pertussis	5 days after the start of antibiotic treatment
Pinworms	Can return after the treatment has started
Ringworm	Can return after the treatment has started
Roseola	Can attend when he/she feels well enough
Scabies	Keep child home until treatment is completed
Strep Throat or Scarlet Fever	Can return 24 hours after the start of an antibiotic treatment

Health Office Cont'd

INJURY

Students are brought to the Health Office no matter how minor an injury may appear.

- First Aid is administered accordingly
- An accident report may be filled out and kept on file
- You will be notified and updated about the injury

An injury that is very minor may not necessitate a call in the nurse's judgment. If this is not acceptable to you as a parent, please let us know. Let us know if you would like to be called at work or any other number.

In the event of a severe illness or injury, First Aid will be administered by the nurse or a member of our Emergency Response Team. Paramedics may also be called. Every effort will be made to contact a parent/guardian. As a last resort, we will have local law enforcement agencies help locate you.

Also, if your child has been injured outside of school and has limitations imposed by a doctor (e.g., no gym), a written note from the doctor is required. Please contact our health office before your child returns to school. In some cases, a series of physician generated documents may be required before return to school and/or therapy is possible.

NYS Immunization Requirements

New York State requirements for preschool and kindergarten attendance are as follows:

Preschool

Students in a preschool setting are required to have had the following vaccines: **DTaP** (Diphtheria, Tetanus, Pertussis), **IPV** (Polio), and **MMR** (Measles, Mumps, Rubella).

Students entering a preschool program are required to be immunized against **Varicella** (chickenpox).

Students between the ages of 18 months and 5 years are required to provide proof of immunization against **Haemophilus influenzae type b (Hib)** prior to entering any preschool program.

For Students entering a preschool program, three doses of the **Hepatitis B** vaccine are required. The series of 3 injections are given over a 6-month period.

Kindergarten

Students entering kindergarten must show proof that they have received the **DTaP** and **IPV** vaccines.

Students entering kindergarten, or of kindergarten age, are required to provide proof of receiving a second dose of the Measles vaccine (usually given as a 2nd **MMR**).

Students entering kindergarten, or of kindergarten age, are required to show proof of receiving 3 doses of the **Hepatitis B** vaccine. The series of injections are given over a 6 month period.

Students entering kindergarten, or of kindergarten age, are required to be immunized against **Varicella** (chickenpox).

School Age

Students born after 1994 (6th grade age) are required as of September 1, 2005, to be immunized against **Varicella** (chickenpox).

Students born in 1996, 1997, or 1998 (6th grade age) are required as of September 1, 2007, to receive a booster immunization for diphtheria, tetanus, and pertussis (**Tdap**).

An immunization record must be on file at Summit. A written medical or religious exemption or a report of a serological titer (showing immunity) are acceptable alternatives, and must also be on file.