

Kings Elementary School



2011-2012

**Parent and Student
Handbook**

DISTRICT ADMINISTRATIVE PERSONNEL
2011-2012

KINGS PHONE NUMBERS

Sandra E. Veninger	Principal	987-3150
Janet VanDuzer	School Nurse	987-3155
Mary Carpino	Attendance Monitor	987-3158 (9:00-11:00 a.m.)

ADMINISTRATION

Dr. Raymond Bryant Superintendent of Schools	Dorothy C. Wilson Education Center	987-3010
John Russo Director of Human Resources and Safety	Dorothy C. Wilson Education Center	987-3013
Dr. Marijane Reinhard Assistant Superintendent for Curriculum and Instructional Services	Dorothy C. Wilson Education Center	987-3029
Timothy Holmes Assistant Superintendent for Business	Dorothy C. Wilson Education Center	987-3020
Kathleen Affigne Director of Instructional Services	High School	987-3050
Gregory Sirico Director of Athletics/Physical Education/Health	High School	987-3050
M. Chris Fox Director of Pupil Personnel Services	Dorothy C. Wilson Education Center	987-3005
Steven Salvato Director of Buildings & Grounds	Operations and Maintenance Building	987-3030
Dawn Russell Director of Transportation	Bus Garage	987-3035
Maggie Adams Coordinator of Health and Attendance	High School	987-3050, Ex 9
Lois Radon Director of Food Service	High School	987-3050, Ex. 7

BUILDING ADMINISTRATORS – PHONE NUMBERS
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Kings Elementary School
Sandra Veninger, *Principal*

987-3150

Park Avenue School
Johnna Maraia, *Principal*

987-3170

Sanfordville Elementary School
Roger Longfield, *Principal*

987-3300

Warwick Valley Middle School
Robert Albanese, *Principal*
Renee Picarello, *Assistant Principal*

987-3100

Warwick Valley High School
Richard Linkens, *Principal*
Belinda Alston, *Assistant Principal*
Gregory Lisack, *Assistant Principal*

987-3050

KINGS ELEMENTARY SCHOOL STAFF

2011-2012

Principal - Sandra E. Veninger

Head Teacher - Barbara Katz

Secretary – Janet Molda

Secretary – Doreen Faliski

Classroom Teachers

Room Number

Barbara Katz	K - 302
Laura Campora	K - 303
Suesette White	K - 304
Allison Ennis	K - 305
Teresa Horton	K-2 - 309
Susan Kurg	1 - 310
Cathy Hayes	1 - 311
Kitty Lowry	1 - 312
Heather Davis	2 - 106
Anthony DiNoto	2 - 108
Felicia Ellis	2 - 209
Susanne Desrochers	2 - 211
Sally Woglom	3 - 104
Suzanne Parker	3 - 105
Denise Kipp	3 - 107
Linda Buteau	3 - 109
Katherine Caswell	3 - 111
Jean Laroe	4 - 207
Pat Ryan	4 - 208
Lori Sirico	4 - 210
Lorna Nyland	4-5 - 110
Lorraine Boccia	5 - 202
Missy DiGiantommaso/Kaitlyn Bird	5 - 203
Jilleen Flynn	5 - 204
Lenora Shook	5 - 205
Noreen Meehan	5 - 206
Kristin Melillo	5 - 103
Joelle Haggerty	R.R. - 308

SPECIAL SUBJECT TEACHERS

2011-2012

<u>SUBJECT</u>	<u>TEACHER</u>	<u>ROOM NUMBER</u>
Art	Louise Silver	307
AIS Reading/Math	Gemma Bruckner Stephanie DeJesus Marie Rowan	102A 308 308
Library	Kathleen Turner	Library Media Center
Music	Melinda Kessler	306
Instrumental Music	Ashley Head, Band Tamara Moser, Strings	Stage 101
Physical Education	Shawn Myers Philip Szumlaski	Gym Gym
Speech	Beverly Rice April Wright	Speech Room, Upper Level
School Social Worker	Cindy Wall	Social Worker's Office
School Counselor	Jeanette Myrick	200
Occupational Therapist	Mary Ellen Gallagher	102B
Nurse	Janet VanDuzer	Nurse's Office
Attendance Monitor	Mary Carpino	Nurse's Office

Custodians:	Bill Clark - Head Custodian, Dan Dembeck, Maurizio Muscia, Donna Previtiera
Instructional Aides:	Karen Foote, Christine Lombardi, Kathy Lennon, Jeanne Long Jennifer Pasquale, Alissa Pezzello
Monitors:	Louise Finnegan, Mary Ellen Grosso, Rosemarie Savoia, Jennifer Hickey Theresa Mehling, Nydia Mercado, Leanna Truncali
Cafeteria:	Tracey Biscardi, Dawn Conklin, Linda DellaVecchia, Kerri Gutierrez, Soly Zimmerman

BOARD OF EDUCATION MEETINGS

2011-2012

<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
September 12, 2011	Kings Elementary School	7:30 PM
October 17, 2011**	Sanfordville Elementary School	7:30 PM
November 14, 2011	Park Avenue Elementary School	7:30 PM
December 12, 2011	Dorothy C. Wilson Education Center	7:30 PM
January 9, 2012	High School Media Center	7:30 PM
February 13, 2012	Middle School Media Center	7:30 PM
March 12, 2012	Dorothy C. Wilson Education Center	7:30 PM
April 16, 2012**	Dorothy C. Wilson Education Center	7:30 PM
May 7, 2012*	Dorothy C. Wilson Education Center	7:30 PM
June 11, 2012	Dorothy C. Wilson Education Center	7:30 PM

*1st Monday

**3rd Monday (second Monday falls on a holiday/recess)

Locations may be changed depending on the agenda. Please check district website the day of the board meeting.

WARWICK VALLEY CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION MEMBERS

David Eaton, President
Robert Howe, Vice President
Cheryl Barker
Paul Caskey
Dawn Chester
John Connolly
Lynn Lillian
Wayne Patterson
Samantha Sweeton

Warwick Valley Central School District

2011-2012 Student Calendar

September, 2011				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October, 2011				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November, 2011				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December, 2011				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January, 2012				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 1-2 Conference Days
 5 Labor Day
 6 First Day of School
 29 Rosh Hashanah

October 10 Columbus Day

November 8 Conference Day
 11 Veterans Day
 24-25 Thanksgiving Recess

December 25 Christmas Day
 23-30 Winter Recess

January 1 New Year's Day
 2 Winter Recess
 16 Dr. M.L. King Day
 24-27 Regents Exams

February 17-20 Presidents Weekend

March 21 Conference Day

April 6 Good Friday
 6-13 Spring Recess
 7 Passover Begins
 8 Easter

May 25-28 Memorial Day Weekend

June 13-22 Regents Exams
 22 Rating Day
 22 Last Day of School

184 School Days
 4 Conference Days
 188 Total Days

If we use more than the allotted number of snow days, May 25, 2012 will become a day of instruction.

- Conference Day - No School for Students
- School Holiday
- Regents Exams

February, 2012				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

March, 2012				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April, 2012				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May, 2012				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June, 2012				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2011 - 2012

SEPTEMBER

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

FEBRUARY

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

OCTOBER

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

MARCH

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

NOVEMBER

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

APRIL

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

DECEMBER

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

MAY

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

JANUARY

S	M	T	W	T	F	S
	2-	3F	4A	5B	6C	8
8	9D	10E	11F	12A	13B	14
15	16-	17C	18D	29E	20F	21
22	23A	24B	25C	26D	27E	28
29	30F	31A				

JUNE

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

6 DAY CYCLE SCHEDULE

This schedule will be used for the 2011-12 school year. The letters assigned to each date WILL NOT CHANGE. FOR EXAMPLE: Dec. 6th is an F day, Dec. 7th is an A day, and Dec. 8th is a B day. If we have a snow day on Dec. 8th, WE DO NOT CHANGE THIS SCHEDULE. Dec. 9th remains a C Day.

**PARENT-TEACHER CONFERENCE SCHEDULE
2011-2012**

BACK TO SCHOOL NIGHT

Wednesday, September 21, 2011

Kindergarten - 6:30 p.m.
First Grade - 7:00 p.m.
Second Grade - 7:30 p.m.

Thursday, September 22, 2011

Third Grade - 6:30 p.m.
Fourth Grade - 7:00 p.m.
Fifth Grade - 7:30 p.m.

PARENT TEACHER CONFERENCES

Fall Conferences:

Wednesday, November 2, 2011	Elementary Evening Parent Conferences 5:00 p.m. – 8:00 p.m.
Thursday, November 17, 2011	Elementary Evening Parent Conferences 5:00 p.m. – 8:00 p.m.
Friday, November 18, 2011	Elementary Afternoon Parent Conferences Elementary School Dismissal: 11:25 a.m. Parent Conferences 12:10 p.m. – 3:10 p.m.

Spring Conferences:

Wednesday, April 4, 2012	Elementary Evening Parent Conferences 5:00 p.m. – 8:00 p.m.
Thursday, April 5, 2012	Elementary Afternoon Parent Conferences Elementary School Dismissal: 11:25 a.m. Parent Conferences 12:10 p.m. – 3:10 p.m.
Thursday, April 19, 2012	Elementary Evening Parent Conferences 5:00 p.m. – 8:00 p.m.

CARING COMMUNITY

The character education program at Kings is based on four tenets: Respect, Service, Acceptance and Cooperation. Under the umbrella of these categories are many sub-topics which can be applied. The Character Education Committee has listed these as suggestions to help staff focus in on a variety of characteristics of these main ideas. Above all, Respect is a priority, with courtesy and kindness being topics to work on with students from the first day. “Please”, “thank you”, “excuse me”, “hello” and “how are you” should be oft-heard phrases throughout the building. Encourage students to be kind and use these phrases. We do indeed live in one community and it is our goal to encourage these tenets for our children.

RESPECT

- Courtesy
- Kindness
- Self-Control
- Manners
- Honoring elders
- Honoring authority/rules

SERVICE

- Making a difference
- Giving
- Generosity
- Doing for others
- Doing our personal best
- Charity

ACCEPTANCE

- Diversity
- Tolerance
- Brotherhood
- America’s diversity
- Letting go of hatred
- Courage
- Educating the heart

COOPERATION

- Working together
- Using your talents
- Teamwork
- Creating the future together
- Choices
- Compromise
- Mediation
-

VISITORS TO SCHOOL

Visitors are always welcome at Kings. Upon entering the building you must sign in and obtain a Visitor's Badge from the school office. Care should be taken to make certain classes, students and teachers are not disturbed during instructional times. It is a good idea to arrange for a visit in advance.

CONFIDENTIAL INFORMATION

Parents will occasionally request telephone numbers and/or addresses of other students. The school cannot make these available. Keeping this in mind, class lists are not available for distribution to families or to the PTA.

PARENT - TEACHER CONFERENCES

Parent-Teacher Conferences will be held at the end of the first and third marking periods. You may schedule a conference for the end of the first marking period during Open House which is held in September. Other relevant information will be sent at a later date.

Should a problem arise at any time during the school year, a conference can easily be arranged by calling the office to make an appointment.

Teachers may not be interrupted from their teaching responsibilities, so please do not "drop" in during the day to see a teacher.

TEACHERS' E-MAIL ADDRESSES

Teachers and administrators throughout the district are assigned e-mail addresses. The e-mail address consists of the initial of the individual's first name followed by his/her last name and the e-mail address extension (@wvcsd.org). As an example, the e-mail address for George Washington would be:

gashington@wvcsd.org

Should you need to contact a teacher or administrator regarding a critical matter, it is suggested that you **not** use e-mail.

KINGS WEB SITE

The Kings Web Site is accessible through the District Home Page at:
www.warwickvalleyschools.com

STUDENT INTERNET USE

District Policy 5285, Student Access to Networked Information Resources, is available for your review in the main office. The Policy governs student use of the Internet. At Kings, the use of the Internet is closely monitored and supervised by our teachers. The majority of work is usually related to a single Web Site that has been screened by the teacher.

ATTENDANCE

Regular attendance and punctuality are necessary for academic achievement. Please make every effort to have your child in school each day on time. If your child is unable to attend school, please call the Attendance Monitor between 9:30 – 11:00 AM.

The student day begins at 8:45 AM and dismissal time is 3:15 PM for all students Grades K-5.

Students will not be allowed to go to their rooms before 8:35 AM. Prior to this time there is no supervision for the children.

DO NOT BRING OR SEND YOUR CHILD TO SCHOOL BEFORE 8:35 AM.

Children are required to bring in a written excuse, signed by their parent or guardian explaining their absence. The child should bring the excuse on the first day back at school after an absence.

EMERGENCY CLOSING

The school district's e-mail notification system, called School News Notifier (*SNN*), will send school and district announcements and information directly to subscribers' e-mail and/or cell phone. You must sign up before you can receive notifications and can unsubscribe at any time. All you need to do to subscribe is visit the district website, www.warwickvalleyschools.com and click on the *SNN* logo on the right. Once you are on the home page, follow the instruction to create a new profile.

The following radio/television stations will also broadcast emergency closing information:

FM STATIONS

92.7 WRRV
94.3 THE WOLF
96.9 WRRV
97.3 THE WOLF
97.7 MIX 97
100.7 WHUD
101.5 WPDH
106.1 WPDH
106.3 MAX

AM STATIONS

1110 WTBQ
1340 DISNEY
1390 DISNEY

TV STATIONS

Ch. 7 WABC
Ch. 5 FOX 5
Ch. 4 WNBC
Ch. 12 HUDSON 12

Occasionally there will be an EMERGENCY CLOSING due to power failure, road conditions, or other unforeseen situations. When this occurs, the radio stations are notified immediately as to the time of dismissal. Children will be sent home the usual way BUT it is extremely important that each child know exactly what he/she should do if there is no one at home when they arrive.

PERMISSION TO LEAVE THE BUILDING

When it is necessary for you to take your child from school either at an early hour or from the bus at dismissal time, you must make arrangements with the office in writing. Teachers and bus drivers will not release a child without notification from the office.

A child who has not brought a note from a parent will be placed on the bus at dismissal if the parent is not at school when it is time for the buses to leave.

In order to maximize instructional time, we request that you do not sign your children out prior to dismissal.

TRAFFIC

Cars are not allowed behind the school or by the sidewalk directly in front of the building **where the children board buses** during school hours (8:35 AM - 3:15 PM). PLEASE DO NOT DRIVE UP TO THE FRONT OF THE BUILDING. Please use the visitor parking areas, as our children play on the paved areas around the building. If you are going to pick your child up at school, please park in the designated area and wait. Do not interfere with the buses.

LOST AND FOUND

There is always a collection of valuable items such as sweaters, coats, hats, lunch boxes, eyeglasses, watches, etc., in the lost and found. Items of lost clothing are placed in the cafeteria. Eyeglasses and watches are kept in the office.

Parents are asked to put the child's name on lunch boxes, gloves, hats, coats, sweaters, boots, etc., to aid in the recovery of these items. Unclaimed items are donated to charity at the end of January and at the close of school in June.

SCHOOL IMPROVEMENT PLANNING TEAM

A Building Planning Team composed of teachers, support staff, and parents developed the school's mission statement and long-range goals. The team meets periodically to review progress toward those goals and revises the plans as needed to continue the process of school improvement.

Updates as to the progress of the team are given at Staff and P.T.A. Meetings and are available on the Kings Web Page.

REVIEW OF STUDENT'S RECORDS

In accordance with district Policy #8540, parents of students or eligible students may inspect and review the student's education record. A written request which identifies as precisely as possible the record or records he or she wishes to inspect should be submitted to the student's school principal (or other appropriate school official).

DIRECTORY INFORMATION

The Warwick Valley Central School District designates the following items as Directory Information: student name, address, telephone number, date, and place of birth. The District may disclose any of those items without prior written consent, unless notified in writing by the parent/guardian or eligible student to the contrary by the end of the first thirty days of the school year.

RECESS

Students will go outside throughout the school year for recess. It is vital that you dress your child appropriately for the weather conditions. Boots, hats, gloves, and warm coats are a requirement for snowy, cold weather.

If recess is indoors, students are expected to play in a quiet manner with games and books provided or items they bring from home.

The rules for recess are as follows:

1. The monitors and/or teachers are in charge.
2. Play on the equipment properly.
3. Things you find on the ground stay on the ground; snowballs, sticks, rocks, sand, etc.
4. If you make teams or clubs, they must be open to anybody to join, with no self-assigned leader, captain, etc.
5. Toys, games, and reading materials should be appropriate for elementary school. Ask for your teacher's permission before you bring them to school.
6. Everybody knows fighting and hurting is an absolute **NO** – that includes no hurting people's feelings.

HOME TEACHING DURING EXTENDED ILLNESS OR INJURY

When serious illness or injury requires that a child be absent from school for an extended period, the services of a home teacher may be supplied. Please contact the office for further information.

VOLUNTEERS

The following are areas where volunteers are needed:

1. Working with students under the direction of a teacher.
2. Clerical work for teachers.
3. Tape recording books and other material.
4. Special projects.
5. Library.
6. Main Office helpers.
7. Science Lab assistants.

Hours can be arranged at your convenience in concert with your child's teacher. Notices will be sent home with information about the volunteer program after school begins.

P.T.A.

We are fortunate and proud to have an active, supportive, Parent-Teacher Association. All parents are urged to join the P.T.A. and help with the many projects that are of great benefit to our students.

The 2011-2012 Kings PTA Officers are:

Sharon Vicciardo, President
Rommel Cartright, 1st Vice President
Ken Borthwick, 2nd Vice President
Donna Prestia, Secretary
Vikki Garby, Treasurer

Meeting notices are sent home with the children and listed in the District Calendar. P.T.A. meetings are valuable as they offer an opportunity to review topics that are important to help facilitate the education of our children. *Email: kingspta@yahoo.com*

PEER MEDIATION PROGRAM

The Kings Elementary School has initiated a peer mediation program. The focus of the program is at the intermediate grades and will be conducted during the daily lunch and recess period.

The use of mediation will help to facilitate an alternative method of helping students to better deal with conflict, and to learn a practical and concrete method to resolve disputes. Fifth graders have been trained by the school guidance counselor during several sessions. Regular contact meetings will be held throughout the year to reinforce the skills learned and to discuss progress.

MEDICATION

According to New York State Law, there is a definite procedure for our nurses to follow before any kind of medication can be given to a child in school. The law requires the following steps:

1.
 - a) Name of medicine
 - b) Reason for giving
 - c) Dosage
 - d) Time
 - e) Number of days to be given
2. It must have a professional label.
3. It must be brought to the school nurse by an adult. Under no circumstances is a child to bring medicine to school.

4. The parent or guardian must submit a written request to the school

nurse to give the medicine as directed.

5. The medication will be destroyed seven (7) days after the final dosage is required. The unused medication may be picked up by the parent within this period.

EDUCATIONAL PROGRAMS

ART

All elementary students receive one 35-minute period of art instruction per six-day cycle. Instruction concentrates on age-appropriate levels of the skills of color, shape, line, texture, and form through a variety of media. An appreciation of art and artists through the ages is also fostered.

MUSIC

Basic areas of music to be covered are singing (proper technique), rhythm, notation reading, composition, theory, and music appreciation. Instrumental music is introduced in grade 3 with students learning to play the recorder. An orchestral and band program begins in grade 4, with students having a choice of instruments to play.

Kindergarten	Once every 6 days
Grades 1 and 2	Two times every 6 days
Grades 3, 4, and 5	Once every 6 days
Grades 3, 4, and 5 Chorus	Once every 6 days

LIBRARY MEDIA PROGRAM

The Library Media Program introduces students to the finest in children's literature, while, at the same time, seeks to develop those basic skills of inquiry and analysis that are essential to the well-rounded individual.

Students have an opportunity to visit the library with their class on a regularly scheduled basis where they are introduced to the literature and/or information resources appropriate for their level.

In addition, when the schedule allows, the library is also available to students who need further help selecting reading material or finding information using our various print and electronic resources.

Parents can help make their child's library experience even more rewarding by helping their children in the following ways:

Show interest in your child’s library books. Research shows that the single most important factor in learning to read is being read to regularly from a young age. Help your child learn to love books by sharing those he/she has brought home.

Help your child remember what day his/her class visits the library. With some help, your child will learn to become responsible for returning his/her books on “library day”.

Help your child find a special place to keep library books. By finding a safe spot for the books, they are less likely to become lost or damaged.

Communicate with the library staff. If you have a question about the books your child is selecting, or if your child has a special interest and would like a book on that topic, or if you just want to recommend a good book that the family can share, please write a note or call the library. The library staff is here to support your child’s total reading experience and wants to do all we can to make it as rewarding as possible.

PHYSICAL EDUCATION

Our primary goal is to teach every child, from the physically gifted to the physically challenged, how and why they should keep themselves healthy and fit. In our physical education program, we provide learning experiences which are developmentally appropriate and will teach children how to be physically active in ways that increase physical competence and self-esteem. We achieve this by:

1. Our physical education curriculum includes a balance of skills, concepts, game activities, rhythms, and gymnastic experiences designed to enhance the cognitive, affective, and physical development of every child.
2. We provide experiences that encourage children to question, integrate, analyze, apply cognitive concepts, and gain a wide, multicultural view of the world.
3. Throughout the year we teach activities that allow children the opportunity to work together to improve their emerging social and cooperation skills. These activities also help children develop a positive self concept.
4. The New York State Physical Fitness Test is used as part of the process of helping children understand, improve, and/or maintain their physical fitness.
5. Children are taught exercises that can keep the body in proper alignment, thereby, allowing the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments, and tendons.

Some things that parents/guardians can do to help us achieve our goals are:

1. Make sure your child is prepared to participate with appropriate footwear and loose, but not baggy, clothing.
2. Protective eye wear, along with no dangling jewelry for safety purposes.

3. Encourage your child to at least attempt the activities on a given day. When it is absolutely necessary to dismiss your child from physical education, please list specific activities that your child can participate in as it is against New York State regulations for a child to not attend a physical education class.
4. Attend as many sporting events as possible with your child. It is very difficult for a child to grasp the whole picture of a sporting event, or how all of the small pieces fit together to make up the whole, without visualizing it.

COMPUTERS

Computers are used by students for computer assisted instruction. Students may use the many programs available to reinforce skills in all subject areas or work with new skills to practice problem-solving situations. Word processing extends the publishing part of the writing process.

SCIENCE PROGRAM

The Science Program teaches learning outcomes in the physical, life, and earth science areas. As a basis for instruction, the Scott Foresman Addison Wesley Series provides scientific knowledge and designs for hands-on process experimentation at all levels.

Scientific attitudes and inquiry are emphasized and many lessons are supported through projects, software, CD ROM, and technology. An annual Science Fair is held to promote an understanding of the scientific method and phenomenon.

SOCIAL STUDIES

The Social Studies Curriculum for the elementary student encourages interdisciplinary learning organized around five perspectives: social, political, economics, geographic, and historic. The key concepts include:

- Change as basic in things, event, and ideas.
- Citizenship as members in a community with expected behaviors and responsibilities.
- Culture as a way of living that a society develops to meet its needs.
- Empathy as the ability to understand others.
- Environment related to natural and created surroundings.
- Identity as an awareness of attitudes and capabilities.
- Interdependence related to reliance and connections with others.
- Scarcity based upon needs and wants.
- Technology as related to tools and methods in developing resources.

The district builds citizenship skills and a multicultural awareness in our students by including activities, information, and experiences about racial, ethnic, geographic, and socio-economic diversity.

The Social Studies Program initially focuses on helping the students develop awareness of themselves as growing and changing individuals and the need to develop social interaction skills. Students explore roles and responsibilities within families, schools, rural, urban, and suburban communities as well as global communities.

Interdisciplinary planning and instruction is encouraged to develop connections in learning rather than isolated fragments.

MATHEMATICS PROGRAM

Students use the Scott Foresman Addison Wesley Mathematics series in grades K-5. In addition to developing basic number concepts and skills, these series offer remedial and enrichment materials as well as problem solving activities for students at all levels.

A formal testing program is an integral and on-going part of these series. Chapter and quarterly tests are given throughout the year to assess individual student progress. Upon completion of each level, a comprehensive test of skills administered to all students in grade 1 and above.

ENGLISH LANGUAGE ARTS (ELA) Reading, Spelling Writing/Listening Process

Language is the common basis for communicating and the foundation for learning. Students grow in communication skills through listening, speaking, reading, writing, and thinking. Students at Warwick learn to use language to communicate emotions, ideas, opinions, experiences, and information; to discover meaning and relationships of ideas; to make judgments and solve problems.

The five components that make up Language Arts are reading, writing, listening, speaking, and thinking. These skills are formally tested in March of third, fourth, and fifth grade.

Reading

The Language Arts Curriculum at Warwick Valley Central School District integrates the skills of communication using a literature-based reading program and a process writing approach. A variety of literary selections and authentic novels written by well-known authors are also included within the Language Arts Program.

Spelling

Being able to use correct spelling is an academic asset. Good spellers significantly express their ideas more easily and completely. Correct spelling in reports, correspondence and other written materials is expected in an age-appropriate manner. Challenge words are taken from student's own writing.

For younger children, we encourage them to "play" with letters and sounds, much like children babble prior to correctly speaking their first words. Approximate or temporary spelling lets them start writing their thoughts while they are starting to make sense of standardized spelling rules. Temporary spelling does not lead to the formation of bad spelling habits.

Listening

Over 40% of how children learn is through listening. Being a good listener is another communication skill. Teachers emphasize four types of listening:

- Listening to understand, e.g., information, directions.
- Listening to remember, e.g., to recall information.
- Listening to appreciate, e.g., enjoyment and to understand a friend's feelings.
- Listening to evaluate, e.g., to judge if someone is trying to persuade you.

Writing Process

"Process Writing" is a natural way of writing in which students learn and move through several stages. It is a method of learning in which children "connect ideas" through gathering, sorting, preparing, sharing and discussing information, and fine tuning their efforts into a publishable form.

Process Writing is usually based on the following guidelines:

- Students write every day and writing becomes a natural part of the curriculum.
- Students' writing comes from personal experiences, shared stories, and/or researched information.
- Students learn to write for specific purposes and audiences.
- Writing is integrated into science, social studies, reading, math, music, and art instead of being isolated as a separate subject.
- Students learn that writing is a holistic process that connects:
 - Prewriting (gathering of ideas, planning).
 - Drafting (beginning to assemble the ideas).
 - Revising (improving what has been written).
 - Editing (searching for errors in spelling, grammar, and punctuation).
 - Publishing (sharing a final piece with an audience).
- As the students mature and develop as writers, they learn that assessment is designed to help them write better.

The guidelines for rating these student writings emphasizes:

- The development of a topic using a logical plan of organization.

- The development of ideas through use of examples, reasons, and details.
- The use of a variety of sentences.
- The use of appropriate and correct language.
- The use of acceptable spelling, punctuation, and grammar so that it does not interfere with communication.

As a parent, allow your child to see you engage in various writing activities. Share lists, notes, and letters written at home or on the job. Discuss the importance of writing so that others will comprehend what has been written. Read many different kinds of books with your child on a regular basis. When children are exposed to a variety of literature, they are also being exposed to many different forms of writing.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services include additional instruction and support services that help our students maintain progress in meeting the New York State Learning Standard in English Language Arts K-12, Mathematics K-12, Social Studies 2-12, and Science 4-12.

The additional instruction focuses on:

- student's academic needs
- increasing student-teacher time
- using a variety of teaching strategies
- curriculum adaptation

The support services include:

- guidance
- counseling
- study skills
- monitoring attendance and discipline

Systematic identification procedures for monitoring and measuring student performance includes multiple sources of evidence that documents student progress. These procedures include:

- teacher recommendation
- New York State and standardized tests
- review of student records and report cards
- classroom testing and work samples

The intensity of services for students is based upon the level of their needs as determined through the multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs may only receive progress monitoring as a support service.

The options for scheduling student services include but are not limited to:

- pull-out model with small group instruction
- in-classroom model with varied grouping
- combinations of pull-out and in-classroom models

The number of times per weekly cycle range from once to daily and the amount of time per session ranges from 30 - 45 minutes.

The degree of individualization ranges from the in-classroom model of a 2:25 ratio to a mini-group model of 1:4 ratio.

By varying the scheduling, duration, and degree of individualization, the intensity of services may be designed to meet the range of needs of the students within the school district.

Parent involvement includes notification of what and when services are provided; ongoing communication and opportunities to confer or call; student progress reports; and notification of end-of-year status.

SPEECH SERVICES

Speech therapists work with youngsters who have a variety of speech and language disorders. Students having mild to severe articulation disorders are also seen. Therapists serve students classified by the Committee on Special Education as well as students who have special needs at the building level.

HOME/SCHOOL CONNECTION: HOW YOU CAN HELP

HOMEWORK

Regularly scheduled homework begins in second grade. Parents can help at home by providing a place for the child to work; setting aside a time for homework so that distractions will be kept to a minimum; showing an interest in the child's work; demonstrating belief in the value of education and answering any questions the child may have.

Students may bring work that was not finished during class. This is in addition to regular homework assignments.

When a child must be absent for an extended period, arrangements may be made with the teacher to have his assignments sent home. Occasionally, when a child has fallen behind, the teacher will enlist the parent's aid in helping the child catch up.

PURPOSE OF HOMEWORK

1. To reinforce skills through drill.
2. To reinforce material covered in class by review.
3. To provide the pupil with a method for reflecting on ideas presented in the classroom.
4. To provide a means for developing desirable habits such as completing work on time, budgeting one's time, and promoting growth in responsibility.
5. To introduce new work as a prerequisite for meaningful discussion.
6. To bring pupils into contact with out-of-school resources.
7. To allow for differences in the ability, achievement, and interests of the pupils.
8. To provide a means by which parents can see what is taking place in school.

TYPES OF HOMEWORK ACTIVITIES

1. Continuation of work begun in class.
2. Drill in fundamental skills.
3. Review of material.
4. Research for long-term projects.
5. Gathering of materials and a systematic presentation.
6. Purposeful seeking for ideas and information through observation of the world around us.
7. Using resources such as textbooks, library materials, reference works, and recreational reading.
8. Make-up of essential and appropriate work missed due to absence.

LENGTH OF HOMEWORK ASSIGNMENTS

Length of the assignments will vary according to individuals and grade level. The following is only a general idea of what is expected in the Warwick Valley Central Schools:

Grades K - 1 (ten minutes)

Nothing is assigned regularly. At times, pupils are asked to complete something that is started in class. Special assignments are given certain pupils as the need arises. Vocabulary words are sent home regularly. Individual teachers will inform you of their procedures.

Grade 2 (twenty minutes)

Reading vocabulary and spelling words for correct spelling for review will be sent as homework on a regular basis. Practice drill of math facts and research projects are typical second grade homework activities.

Grades 3 - 4 - 5 (Third Grade: 30 minutes, Fourth Grade: 40 minutes, Fifth Grade: 50 minutes)

For these students this is a time to begin forming habits of regular, short homework. For students in grades 3 - 4 - 5, regularly assigned work should take from one-half hour to one hour each evening or before school to complete. At times, assignments of recreational reading are made.

Teachers will involve you in their expectations. Encourage reading at home.

THE “HOME” IN HOMEWORK

1. Support your children’s efforts, but don’t do their work. Check with their teachers to see what kind of help is expected.
2. Set a regular time every day for homework.
3. Establish a regular place for daily homework.
4. Attempt to understand and respect your child’s individual learning style. There is no right or wrong way to learn.
5. Make sure that your child has all of the necessary supplies for homework. This will show that you take his/her work seriously.
6. If possible, make homework time a time for the whole family to pursue quiet activities.
7. Focus on the positive when you review your child’s work.
8. Model the behavior you want to see in your child. Make sure that your child sees reading, writing, and working at things that require effort.
9. Establish a routine for placement of homework in your child’s schoolbag for return to school.

Warwick Valley Central School District recognizes and emphasizes the importance of reading as a means of self-education. Pupils should be continuously encouraged to pursue this activity.

SCHOOL LUNCH/BREAKFAST PRICES

The following prices are for the current school year:

Elementary Lunch	\$ 2.15
Elementary Breakfast	\$ 1.00
Reduced Price Lunch/Breakfast	\$ 0.25

New York State mandates that breakfast be available for K-6 students. Students wishing to buy breakfast go from the bus to the cafeteria, pick up a bag breakfast, and go to their classrooms to eat breakfast.

A complete copy of the Warwick Valley School District Code of Conduct is available on the district website, www.warwickvalleyschools.com. This Code has been adopted by the Warwick Valley Central School District Board of Education and submitted to the New York State Education Department as required by law. The Code applies to all students, school personnel, parents, and other visitors when on school property (including school buses and vehicles) or attending a school sponsored function.

KINGS GUIDELINES

1. **RESPECT OTHERS**
2. **ALWAYS WALK IN ALL AREAS OF THE BUILDING**
3. **BE HELPFUL, PLEASANT, AND PREPARED**
4. **BE POLITE**
5. **SPEAK SOFTLY**

You will find more specific rules for different areas posted throughout the building and rules for the cafeteria and playground appear on the following pages.

Each teacher has a plan for classroom behavior, a copy of which will be sent to you by your child's teacher. The consequences noted in these plans will also apply to school-wide rules. This includes positive as well as negative consequences.

We are confident that such clearly stated and thorough school-wide and classroom discipline plans will teach our children to be responsible for their actions and make this school year a positive and motivating experience for all. We ask for your complete support in our efforts.

CAFETERIA RULES

1. Students will eat lunches during scheduled lunch periods for their grade and will be assigned a specific eating area.
2. Lunches, milk, ice cream, ketchup, mustard and relish are to be taken when entering the lunchroom. After passing through the serving line and sitting, students are to remain seated until they are finished.
3. Monitors will dismiss one table at a time. When done eating, students will be expected to dispose of their trays and return their trays to the designated places. They should return to their seats and remain seated until the monitors direct students to line up for recess.
4. Students are expected to obey the direction of the monitors at all times.
5. No loud or excessive noise will be permitted.
6. No throwing of food will be permitted.
7. No food is to be taken from the cafeteria.
8. On inclement weather days, students will go back to their classroom for recess.

PLAYGROUND RULES

1. Students are to stay within the boundaries of the play areas. They should not go into the creek or the wooded area in the rear of the property.
2. No bicycle riding is permitted on school grounds at any time.
3. Climbing trees is prohibited.
4. One person at a time may occupy a swing; and students must sit while swinging.
5. No hard ball may be used on school grounds during the school day. The only balls permitted are those issued by the school.
6. No play involving tripping, wrestling, hitting, or throwing another to the ground is permitted.
7. Throwing of snow balls, stones, or other objects is forbidden.
8. No knives, cap pistols, edged tools, or other objects capable of inflicting a wound should be brought to school.
9. Students must follow monitors' directions and rules at all times.

BUS CONDUCT AND RULES

1. Children may not change buses except in an **emergency** situation. Any emergency change must have prior approval of the Transportation Supervisor.
2. Children will not be allowed to get off the bus at any other than their regular stop without written permission by a parent or guardian to the principal.
3. While waiting for the bus, children should stay out of the road and wait without pushing and shoving. They should not wander onto private property.
4. As the bus approaches, line up at least 6 feet off the highway, and do not move toward the bus until it has stopped and the driver has opened the door.
5. Children must remain seated while on the bus.
6. Heads, arms and hands are to be kept inside the bus.
7. Nothing is to be thrown from the bus.
8. Eating is not allowed on the bus.
9. Loud talking and distracting noises are prohibited.
10. Help keep the bus clean.
11. Obey all directions given by the driver.
12. Students should wait until the bus comes to a complete stop before leaving

their seats to exit the bus.

13. Students who must cross the street when leaving the bus must do so in front of the bus.
14. A child who repeatedly misbehaves on the bus will be reported to the principal through the use of a bus discipline report, filled out by the bus driver. Upon receipt of the first such report, the principal will speak to the student and notify the parent. A second discipline report may warrant a conference with student and parent. Should a third report be received, the student's bus privileges will be suspended for up to five days, after the parent is notified.

STATEMENT OF NONDISCRIMINATION

It is the policy of the Warwick Valley Central School District not to discriminate on the basis of sex, race, color, religion, national origin, or disability in its education programs, activities, or employment. Any student or employee who believes he/she has been discriminated against has the right to make claim that his/her rights have been denied.

Sexual harassment of students or employees is a violation of Title IX of the 1972 Education Amendments in that it constitutes differential treatment on the basis of sex. The office for Civil Rights of the U.S. Department of Education maintains jurisdiction over sexual harassment complaints under Title IX and has adopted the following working definition:

Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services, or treatment protected under Title IX.

Inquiries regarding this nondiscrimination policy and related grievance procedure may be directed to:

Mr. John Russo, Director of Human Resources and Safety
Warwick Valley Central School District
PO Box 595
Warwick, NY 10990
Telephone: 987-3013

Dr. Marijane Reinhard, Assistant Superintendent for Curriculum and Instructional Services
Warwick Valley Central School District
PO Box 595
Warwick, NY 10990
Telephone: 987-3029