



SANFORDVILLE ELEMENTARY

STUDENT HANDBOOK

2010-2011

WELCOME TO SANFORDVILLE SCHOOL

ART

Throughout school life, in all learning areas, the arts are engaged to educate through all the senses. That is, the visual arts stimulate and image the total sensory life. Art has structure, within a broad dominion, a vast history, a varied technology, and a developed pedagogy. The structure of art incorporates its history in many cultures, media, techniques, and creative problem solving. At the center is the structure of art principles (unity, variety, contrast, etc.) and art elements (color, texture, line, form, mass, etc.). Art structure can be taught in any period of childhood development, using any personal approach that is honest. The effectiveness of the elementary art education program is directly related to the environment within which the program operates.

Nevertheless, as important as any objective of the elementary school is that the child shall become creative and shall learn to admire and seek beauty. Therefore, art is seen in both its creative (performing) and aesthetic (appreciative) aspects as an essential element of the total school curriculum.

ATTENDANCE

Good attendance and punctuality are necessary for academic achievement. Please make every effort to have your child in school each day on time.

School begins at 8:45 a.m. Dismissal is at 3:15 p.m. Students will not be allowed to go to their rooms before 8:35 a.m. Prior to this time there is no supervision for children.

DO NOT BRING OR SEND YOUR CHILD TO SCHOOL BEFORE 8:55 A.M.

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.

It would be helpful if you would call the school and let us know why your child is absent. If possible, please call by 9:45 a.m.

BUS CONDUCT

Parents are asked to reinforce these rules by periodically discussing them with their children. The rules are:

1. Children cannot change buses except in an emergency situation. Any emergency change must have prior approval from the Bus Garage and the office of the Principal should be notified as well..
2. Bus pick-up points and departure points must be consistent. A child may be picked up at one point and dropped off at another as long as this takes place every day.
3. While waiting for the bus, children should stay out of the road and wait without pushing and shoving.
4. Children must remain seated while the bus is moving.
5. Heads, arms, and hands are to be kept inside the bus.
6. Nothing is to be thrown from the bus.
7. Eating is not allowed on the bus.
8. Pushing, throwing things, and improper or loud, boisterous talking is prohibited.
9. Drivers are in charge of all pupils on the bus. Students should respect their directions, take the seat assigned and assist the driver to do the job of bringing the children to and from school safely.

A child who persistently misbehaves on the bus will be reported to the Principal by the use of a Bus Discipline report filled out by the driver. Upon receipt of the first such report, the Principal will speak to the student and notify the parent.

If a second Discipline Report is received, the Principal will again speak to the child and will notify the parents in writing.

Should a third report be received, the student's bus privileges will be suspended for a period of up to five days, after the parents are notified.

CLUBS AND INTRAMURALS

Throughout the year a wide variety of activities are planned for students before or after regular school hours.

COMMITTEES OF SPECIAL EDUCATION

Children suspected of having physical, mental or emotional handicaps are referred for an evaluation to the school District's Committee on Special Education.

When a child is recommended for special education because of an educational handicap, an Individual Education Plan (IEP) is developed which specifies the services to be provided and the approach to be used to effectively address each child's needs.

The committee on Preschool Special Education also exists to address the needs of handicapped children from ages three to five years old.

Parents having preschool children suspected of having a handicapping condition are urged to contact the Office of Pupil Personnel. This will assist the special education department in addressing the child's needs now, as well as for future planning when the child is of school age and ready for Kindergarten.

ACADEMIC INTERVENTION SERVICES

The Warwick Valley Central School District provides an extensive assistance program in a variety of academic areas for students who are experiencing difficulties. The program is supported with federal, state and local funds.

The purpose of the program is to diagnose and correct mathematics, reading, and writing deficiencies.

Students are provided with intensive small-group instruction which allows for a high degree of individualized attention. Students who participate in the program are selected on the basis of New York State Pupil Evaluation and TONYSS test scores, standardized test scores, and teacher recommendation. Students who "screen out" of the program are closely monitored as part of a sustained effects study.

COMPUTER

The Computer Lab is open during the school day to aid and assist classroom and special teachers.

In September teachers are scheduled for time in the lab. We provide reinforcement of skills taught in the classroom, along with instruction of keyboarding, word processing and first-time use of software.

Each class, along with Special Education classes come to the lab at least once every six days. They may come with their teacher or by groups. The children use the computers for approximately 35-40 minutes.

Teachers are able to sign up for additional time in the lab to be used for special projects. These projects may include word processing to produce stories, poems, reports, and newspapers. This work is then printed out and duplicated for the classroom teachers.

There is daily teacher contact with regard to what software is best suited for the skill being taught in the class.

We have built a library of software that aid the teachers in all subject areas. New software is recommended after conferring with appropriate grade level teachers.

When the software is purchased, it is previewed. A summary of each item on the disk is sent to the teacher for his/her Computer Software Review Book. We hope this book has been a help in selecting software. These books are collected yearly and updated. We also have on file documentation for much of the software.

Teachers may come to the lab for informal hands-on previewing sessions.

Classroom computers are maintained and kept in working order. We also provide teachers appropriate software to be used in the classroom.

DISCIPLINE POLICY

As we all know, disruptive behavior can occur from time to time in spite of our best efforts to prevent it. For a variety of reasons a few students will create problems that are dangerous or that disturb the learning environment.

The faculty and staff of Sanfordville School will make a strong attempt to correct disruptive behavior rather than administer punishment. Teachers are encouraged and supported in their efforts to deal with most behavior problems within the classroom by using a combination of rewards for good behavior and a withdrawal of privileges for disruptive actions. Repeated serious misbehaviors are referred to the office of the Principal.

If a student is sent to the office, the Principal will listen to the student's side of the issue and explain the school rules to the student. If the offense is serious, parents will be notified as soon as possible.

Each year an ongoing explanation of the behavior code is made to each class. The rules of the behavior code deal with:

- Safety-actions that can cause injury to others or oneself will not be permitted.
- Preservation of property-actions that can cause damage to the school's property or an individual's property will not be permitted.
- Avoidance of disruption-actions that interfere with the learning activities of others will not be permitted.

Parents and school personnel should be aware that discipline is the adjustment of unacceptable behavior to acceptable behavior. There should be consistency when dealing with discipline. Children should know that certain behaviors are unacceptable, and why these behaviors are unacceptable.

We ask that, if you are contacted for a problem of unacceptable behavior by your child, that you:

- ◆ Listen to the explanation of what has occurred.
- ◆ Share with us any unusual circumstances (illness, death, etc.) which might have caused the unacceptable behavior.
- ◆ Work with us in trying to adjust the behavior from unacceptable to acceptable.
- ◆ Be consistent in dealing with the problem.

As of July 1, 2001, Districts are required to give a copy of the Code of Conduct to all students, staff and parents. The Code will be distributed at the beginning of each school year to the above groups under separate cover. If you do not receive a copy of the Code of Conduct by September 30th, please contact the school's main office for a copy.

EARLY DISMISSAL

If the weather conditions such as a snowstorm or drifting conditions dictated early closing, the following procedure will be followed:

- AM Dismissal** – 9-12 goes home, then 6-8, St. Stephen/St. Edward's then K-5.
- PM Dismissal** - Same sequence as for a.m. dismissal.

Announcements via radio. There will be an approximate 45 minute interval between dismissals. The following radio stations will be contacted and should announce changes in the school day:

WDLC-WTS	Port Jervis	1490 AM	96.7 FM
WHUD-WLNA	Peekskill	1420 AM	100.7 FM
WALL	Middletown	1340 AM	92.7FM
WSUS	Franklin, N.J.		102 FM
WGNY	Newburgh	1220 AM	103.1 FM

WEOK-WPDH	Poughkeepsie	1390 AM	101.5FM
WBNR-WSPK	Poughkeepsie	1260 AM	104.7 FM

School openings, delays, closings are also featured on the district website (www.warwickvalleyschools.com) for those on-line with computers.

HEALTH SERVICES

School nurses provide educationally-oriented health services to promote, protect, maintain and improve the health of our students. The school health program is based upon the premise that the health of pupils will be reflected in a greater effectiveness of the total school program. School nursing personnel act as a liaison between home, school and the medical community regarding medical concerns.

The New York State Education Law requires that school children in grades K, 2, 4 and students new to the district have a physical appraisal. We are also planning to examine children due for Special Education triennial review.

If you plan to have your family physician examine your child, please return the Annual Physical Examination Form, completed by your family physician, before October 1st. After this date, the school physician reserves the legal right to make a physical appraisal of all pupils for whom we have no report.

***STUDENTS NEW TO THE DISTRICT AFTER THE BEGINNING OF THE SCHOOL YEAR.**

New students who choose to have a private physician perform the physical exam will be allowed 28 calendar days (from the date of registration) to return the completed physical exam form.

New York State Law requires students age 8 through 16 be screened annually for scoliosis.

NOTE: It is the policy of the school to ask parents to keep their children home if they show signs of a cold or other infection. If a child has had a fever, he should not return to school until his temperature has been normal for at least 24 hours.

HELP FROM HOME

During the year students will bring work to be completed at home. Parents can help at home by providing a place for the child to work, setting aside a time for homework so that distractions are kept to a minimum, showing an interest in the child's work, and demonstrating a belief in the value of education.

HOME-SCHOOL COUNSELOR

The Warwick Valley Central School District Special Counseling Program for Student Assistance is available for students K-12 as well as for parent consultation and

information. The program focuses on prevention, intervention and referral counseling and provides support for students in their academic learning experience.

HOME TEACHING DURING EXTENDED ILLNESS OR INJURY

When serious illness or injury requires that a child be absent from school for an extended period (one month or more), the services of a home teacher may be supplied.

INCLEMENT WEATHER SCHOOL CLOSING & DELAYED OPENINGS

Parents and students are advised to listen to the local radio stations for closing or delayed school schedules. Radio announcements will state one of the following: **NO SCHOOL** for the Warwick Valley Central School District, **DELAYED OPENING** of one or two hours.

FIRE ALARM WILL RING AT 6:45 A.M. AND 7:45 A.M. FOR NO SCHOOL ONLY. Closings are also featured on the district website (www.warwickvalleyschools.com). Please do not call the school district regarding school closings. It is important that all lines be kept open for emergency communications.

The following radio stations will be contacted and should announce changes in the school day:

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WEOK-WPDH	Poughkeepsie	1390 AM	101.5FM
WBNR-WSPK	Poughkeepsie	1260 AM	104.7 FM

KINDERGARTEN REGISTRATION AND SCREENING

Kindergarten registration and screening takes place each spring in the Warwick Valley Central School District. To be eligible for Kindergarten the following fall, children must be 5 years old on or before December 1st in the same year they enter Kindergarten. The parents of all children who are on the school's census will receive letters regarding the screening and the requirements for registration in the mail.

Screening involves an experienced district team made up of teachers, speech therapists, psychologists, nurses and instructional aides.

The children visit six different stations where they are evaluated for their gross motor coordination, fine motor coordination, speech and language, vision and hearing, understanding of concepts, and the ability to express themselves. Parents provide information as to their child's health history, socialization skills, behavior, level of independence and attention span.

The purpose of this screening is to evaluate and identify children who may have special needs and require follow-up evaluations or who have any health or medical problems that will require special attention.

LANGUAGE ARTS

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

Emphasis is placed upon instruction that recognizes and develops the connections among listening, speaking, reading and writing, rather than by instruction that isolates and fragments them.

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 which includes the Houghton-Mifflin literature series. A variety of literary selections and authentic novels written by well-known authors are also included within the Language Arts Program.

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. They are given the opportunity to borrow 2 books every class visit.

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.

LOST AND FOUND

There is always a collection of valuable items, sweaters, coats, hats, lunch boxes, eyeglasses, watches, etc., in the lost and found. Items of lost clothing are placed in the bins in the hallway outside of the music room. Lost eyeglasses, watches and jewelry 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 and return of these items.

LUNCH PROGRAM

A hot lunch program is in operation in the elementary schools. Milk and ice cream are sold separately for students who bring their lunch. The cost of one lunch is \$2.00 per day. Milk cost \$.35 and ice cream is sold for \$.60.

Lunch tickets may be purchased for 20 lunches at a cost of \$40. This aids in the more efficient movement of students through the lunch line.

If you decide not to buy the lunch tickets for your child, please provide a suitable way for your child to carry his or her lunch money. Discuss ways of safeguarding this money.

A menu will be sent home monthly.

MATHEMATICS PROGRAM

Students use the Scott Foresman-Addison Wesley Mathematics series. In addition to developing basic number concepts and skills, this series offers 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 the Scott Foresman-Addison Wesley 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 is administered to all students in Grade 1 and above.

To supplement the Scott Foresman-Addison Wesley series, students use the “hands-on” materials suggested by the National Council of Teachers of Mathematics. Skills and concepts are developed through individual and small group instruction.

A metric measurement curriculum, computer education, and the fundamentals of probability and statistics are also components of the mathematics program.

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. The school nurse must have a written order, signed by a doctor, giving the following information:
 - (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 medication 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 days after the final dosage is required. (The unused medication may be picked up by the parent within this period).

MUSIC PROGRAM

The elementary music program consists of one 35 minute period of General Class Music per child per week.

During the year the following six basic areas of music are covered:

Singing	Creative Music
Rhythm	Music Reading
Music Appreciation	Music Theory

Singing and rhythm receive the most emphasis.

In the 3rd, 4th and 5th grade, the students have the opportunity to join Chorus. The Chorus will present one evening concert a year.

The music program enables children to develop:

- an awareness, enjoyment and appreciation of music through participation in a wide variety of musical activities and experiences.
- a proficiency in basic musical skills
- an understanding and awareness of various musical styles and forms; and cognizance of different musical heritages through interdisciplinary activities with classroom studies.

Creativity and improvisation are encouraged through singing, playing instruments, and movement. While the development of the singing voice is essential and is emphasized at all grade levels, we also use a wide variety of pitched and non-pitched instruments to reinforce basic rhythm and note-reading skills.

Instrumental music is introduced in 3rd grade with a soprano recorder and extended through grade 5 with formal instruction and band.

PARENT CONFERENCES

Parent-teacher conferences are in the fall and spring. Report cards are sent home so parents can prepare their questions/concerns. If needed, parents or teachers may request a conference at any time.

PARTNERS IN EDUCATION (P.I.E.)

Partners in Education (P.I.E.) is a program open to all families in the district with children in Grades 1 through 5. It conforms to all the guidelines and criteria of the district but achieves goals through an experiential approach and is double-graded with an integrated curriculum, numerous subject areas and incorporating hands-on learning experiences. A cooperative learning approach encourages student and parent participation as partners in education.

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. You may bring in your own note, or fill out the form that is available in the office.

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.

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 multi-cultural 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, loose, but not baggy clothing,

2. Protective eye wear, and 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.

PROCESS WRITING

“Process Writing” is a natural way of writing in which students learn and move through several stages. It’s 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.

Encourage your child's writing and be supportive of his/her progress.

PTA

We are fortunate in having an active, supportive Parent Teacher Association, and we are proud of it. All parents are urged to join the PTA and help with the projects run for the good of the students.

Meeting notices are sent home with the children. Meetings prove to be a valuable place to come together to consider topics important to the education of children.

READING PROGRAM

The Warwick Valley Central School District's reading program is a literature-based reading series published by Houghton-Mifflin. This series contains literary selections written by well known children's authors. All students will begin the Houghton-Mifflin program progressing at their instructional pace.

Students who screen into Extra Reading, based upon TONYSS/C.T.B.S. scores, or referred by classroom teachers, will receive additional reading instruction with the Reading Specialist.

RECESS

Students may go outside through 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 necessary for snowy, cold weather.

REQUIRED IMMUNIZATIONS FOR SCHOOL ENTRANCE

New York State Law REQUIRES that children entering school MUST HAVE the following immunizations:

Méasles Vaccine – 2 doses méasles – 1 dose each of mumps and rubella (preferable as MMR – 2 doses)

Diphtheria Toxoid – (DTaP or DTP) – 3 doses

Polio – (IPV or OPV) – 3 doses

Hepatitis B – 3 doses Grades K-12 as of the 2005-2006 school year

Varicella - 1 dose (born on or after 1/1/98 or born on or after 1/1/94 and enrolling in 6th grade)

KINDERGARTNERS AND ALL ENTRANTS BORN ON OR AFTER:

- JANUARY 1, 1985, ARE REQUIRED TO SHOW PROOF OF HAVING RECEIVED TWO (2) VACCINATIONS AGAINST MEASLES. THE SECOND MEASLES VACCINE SHOULD BE GIVEN BETWEEN 4 AND 6 YEARS OF AGE. THE AMERICAN ACADEMY OF PEDIATRICS RECOMMENDS THAT ALL STUDENTS RECEIVE TWO (2) DOSES OF THIS VACCINE.
- JANUARY 1, 1993, ARE REQUIRED TO SHOW PROOF OF HAVING RECEIVED 3 VACCINATIONS AGAINST HEPATITIS B.
- JANUARY 1, 1998, MUST HAVE WRITTEN PROOF OF HAVING RECEIVED THE VARICELLA VACCINE. IF YOUR CHILD HAS HAD THE CHICKEN POX, YOUR CHILD'S DOCTOR OR CLINIC MUST CONFIRM IN WRITING THAT THEY HAVE HAD THIS DISEASE.

REVIEW OF STUDENT'S RECORD

“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).”

SCHOOL CLOSING

When there is a scheduled school closing for a holiday or a teachers' conference, a notice will be sent home.

When school is closed because of bad weather, announcements are made over the radio. The fire horns in Warwick, Amity and Pine Island will sound on the half hour.

Occasionally, there will be an **EMERGENCY CLOSING OF SCHOOL** 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 or she should do if there is no one at home when they arrive.

SCHOOL COMPACT FOR LEARNING TEAM

A School Compact for Learning Team composed of teachers and parents develop meet periodically to review progress toward goals and revises the plan as needed to continue the process of school improvement.

SCHOOL PHONE

Please encourage your child to remember items necessary on a daily basis – homework, sneakers, lunch, etc., as children will not be permitted to use the school phone to secure these things. Training children to be responsible and remember develops self-discipline and independence.

SCHOOL PSYCHOLOGISTS

Warwick's psychologists play a major role in the areas of prevention, intervention and remediation of school problems. The school psychologist functions as a diagnostician in the identification and evaluation of children with specific emotional, social, behavioral and learning disorders. The school psychologist provides either short-term or group counseling to students who are experiencing emotional difficulties as they relate to the school environment or academic expectations. In addition, the school psychologist acts as a resource to staff members and parents in assisting and supporting them in working with children with special needs.

SCIENCE PROGRAM

The Science Program teaches learning outcomes in the physical, life, and earth science areas. As a basis for instruction, the Silver Burdett 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.

The Warwick Valley Elementary Social Studies Program emphasizes gathering, using, and presenting information from a variety of resources including children's literature, the Silver Burdett Social Studies Series (Grades 2-5), and authentic experiences. Interdisciplinary planning and instruction is encouraged to develop connections in learning rather than isolated fragments.

SOCIAL WORKER

The school social worker intervenes in situations where behavioral, emotional, or social factors interfere with the student's ability to attain his/her educational potential. The social worker provides casework services which include assessing individual student and parent concerns, providing individual and/or group counseling to students, and helping parents make use of appropriate community services.

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.

STUDENT TRANSFER

If a student transfers to another school, parents should notify the teacher and/or Principal at least two weeks in advance. Library books and textbooks must be returned before leaving.

USE OF BUILDINGS AND GROUNDS

The Warwick Valley Central School District shares with you the pride of having, utilizing and maintaining adequate school facilities. Resident, non-profit groups are granted the privilege of using school facilities for a variety of reasons after the school day.

For information regarding district policy, rules and regulations, and application for use of district facilities, call 987-3023 from 8 a.m. to 4 p.m.

VISITORS TO SCHOOL

Visitors are welcome. Upon entering the building you must go directly to the meeter greeter to sign in and obtain a pass to visit the desired place. Care should be taken to make certain that classes, students, and teachers are not disturbed during instructional times. When possible, visitors should arrange in advance for their visit or conference.

VOLUNTEERS

The following areas where volunteers are needed:

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

Hours can be arranged at your convenience. Notices will be sent home with information about the volunteer program after school begins.

WARWICK VALLEY CENTRAL SCHOOL DISTRICT 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 or she has been discriminated against has the right to make claim that his or her rights have been denied.

Sexual harrasment of students or employees is also 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 harrasment complaints under Title IX and has adopted the following working definition:

Sexual harrasment 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:

John Niedzielski, Associate Superintendent
Marijane Reinhard, Assistant Superintendent

Warwick Valley Central School District
Business Office
P.O. Box 595
Warwick, New York 10990

**WARWICK VALLEY CENTRAL SCHOOL DISTRICT
STUDENT COMPLAINTS AND GRIEVANCES REGULATION**

DEFINITION

1. **GRIEVANT** shall mean a student who alleges that there has been a violation of Title IX or Section 504 regulations which affect him/her.
2. **GRIEVANCE** shall mean any alleged violation of Title IX or Section 504 regulations.
3. **COMPLIANCE OFFICER** shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under Title IX and/or Section 504.
4. **REPRESENTATIVE** shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievance shall be handled in accordance with the following guidelines:

1. Within thirty (30) days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the school district shall cooperate with the Compliance Officer in such investigations.
2. Within fifteen (15) days of the receipt of the grievance, the Compliance Officer shall make a finding in writing that there has or has not been a violation of Title IX or Section 504 of the Rehabilitation Act. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.
3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within fifteen (15) days after he/she received the report of the Compliance Officer, file a written request for review by the Superintendent.

B. Stage II – Superintendent of Schools

1. The Superintendent may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.
2. The Superintendent shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may

appear and present oral and written statement supplementing their position in the case. Such hearing shall be held within fifteen (15) school days of the receipt of the appeal by the Superintendent.

3. Within fifteen (15) days of the hearing, the Superintendent shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX and/or Section 504 of the Rehabilitation Act, a proposal for equitably resolving the complaint.
4. If the grievant is not satisfied with the determination of the Superintendent, the grievant may, within fifteen (15) days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

C. State III – Board of Education

1. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. The Board shall render a decision in writing within fifteen (15) days after the hearing has been concluded.

